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THE JUNIOR COLLEGE MOVEMENT
I NEW ENGLAND

Submitted by

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(B.S., University of New Hampshire, 1915)

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the degree of Master of Education

1938

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CHAPTER I

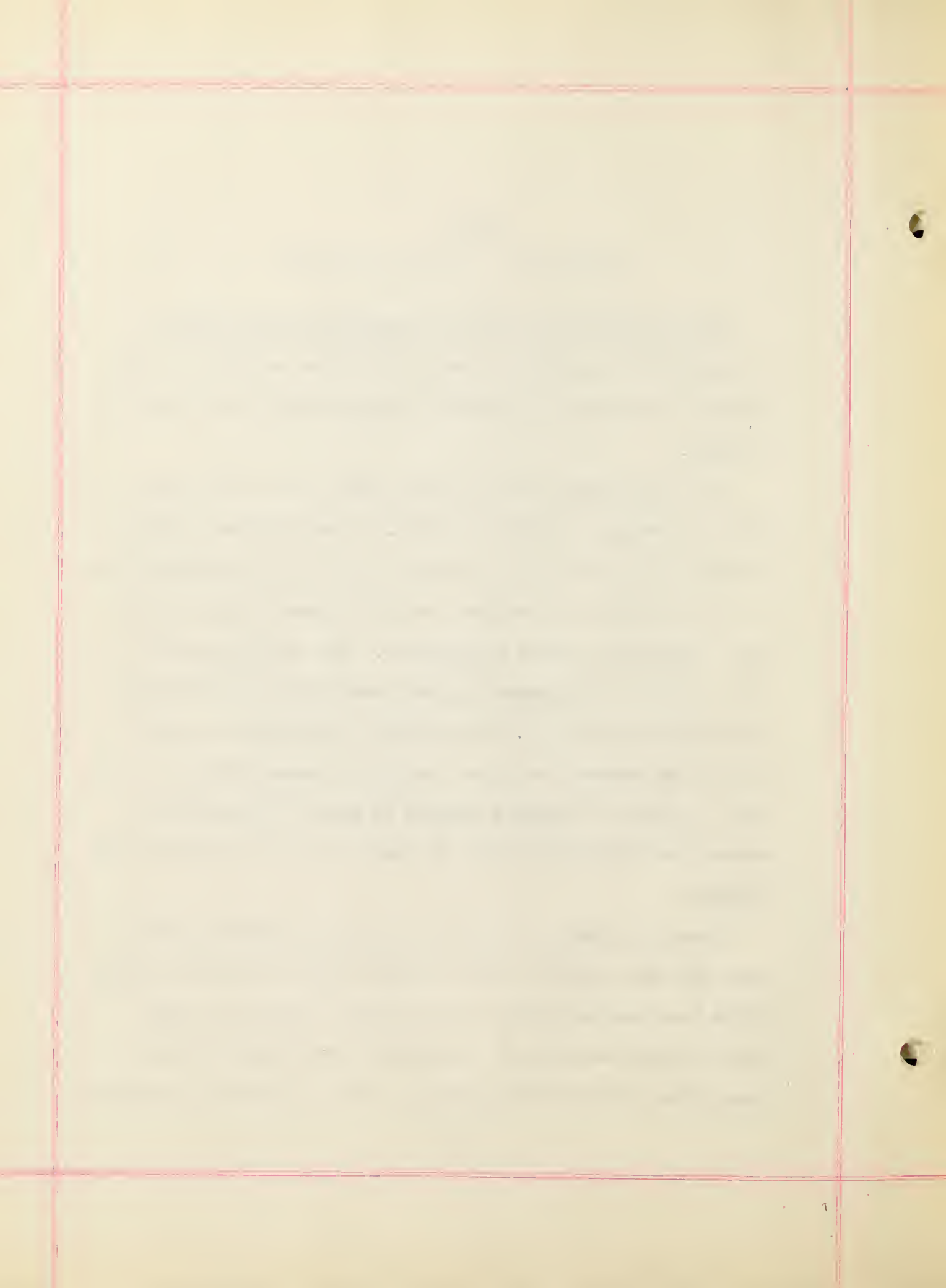
INTRODUCTION: ORIGIN OF THE STUDY

Rapid growth indicative of the importance of the movement.--

The junior college, America's newest educational offspring, and apparently a robust one, is finding a definite niche in our educational system.

The first standard junior college seems to have been Lewis Institute in Chicago, accredited in 1896. It was followed shortly by the Junior College at Joliet, Illinois. By 1912, approximately fifty junior colleges were scattered through eighteen states, forty-five of which were private institutions. Now, twenty-five years later, more than five hundred of these institutions are scattered through forty-four states! Approximately three hundred are private and two hundred are public. During this same quarter of a century, the number of students enrolled in junior colleges has increased from approximately three thousand to over one hundred thirty thousand.

Since the founding of Harvard College three hundred and two years ago, only slightly over a thousand senior colleges and universities have been established. The fact that one-half that many junior colleges has come into existence in less than fifty years bespeaks the vitality of the movement. The literature on the subject



has grown from six titles in 1912 to a total of well over three thousand titles at the present time.^{1/}

Retardation in New England.-- In this literature, however, one finds but a meagre amount of reference to, or study of, the New England Junior College. The movement is being definitely felt in this region--a region which represents a type of cultural training that is deserving of the greatest admiration. The strong position of both the old traditional colleges and the old, strong, traditional preparatory schools creates a more difficult situation for the relatively new junior colleges in this area than in other sections of the country. For this reason, if for no other, the development of the junior college in New England has been rather retarded.

Statement of the problem.-- This study of the New England Junior College will attempt to show that, even in an area of unusually strong universities and colleges--strong not only in numbers but also in tradition--this newest educational infant is having a very definite opportunity for growth and service.

This "Study of the New England Junior Colleges" has as its purposes:

1.-- To give a brief history of the junior-college movement throughout the country with a more detailed story of its development in the New England states.

2.-- To determine if the curricula of the New England junior colleges are following the general trend of those suggested by junior

^{1/} James Madison Wood. "The Place of the Junior College in American Education." The Centennial of Colby Junior College, Colby Junior College, New London, New Hampshire, 1937, p. 18.

colleges in general.

3.-- To determine the nature and extent of the recognition given to the New England junior colleges by the universities and senior colleges of New England.

4.-- To determine the attitude of the State boards of education of the New England states toward the junior colleges and the extent to which they give recognition and approval.

Definition of the junior college.-- For the purpose of this study, the junior college will be defined according to the standards recommended by the American Association of Junior Colleges:^{1/}

The junior college is an institution offering two years of instruction of strictly collegiate grade. This curriculum may include those courses usually offered in the first two years of the four-year college; in which case these courses must be identical, in scope and thoroughness, with corresponding courses of the standard four-year college. The junior college may, and is likely to, develop a different type of curriculum suited to the larger and ever-changing civic, social, religious, and vocational needs of the entire community in which the college is located. It is understood in this case that the work offered shall be on a level appropriate for high-school graduates.

This definition was adopted by the association in 1925. It is identical with the definition which was adopted by the association at its 1922 meeting except for that part of the last sentence which now reads, "Shall be on a level appropriate for high school graduates" instead of "shall conform to collegiate standards," which was a part of the 1922 definition.

While this definition was an effort to indicate that certain minimum standards should be maintained, it should not, and has not,

1/ "Constitution and By-laws of the American Association of Junior Colleges," Proceedings of the Ninth Annual Meeting of the American Association of Junior Colleges, 1928, p. 148.

been interpreted to mean that such standards should not be flexible and subject to change. Eells^{1/} stated in 1931,

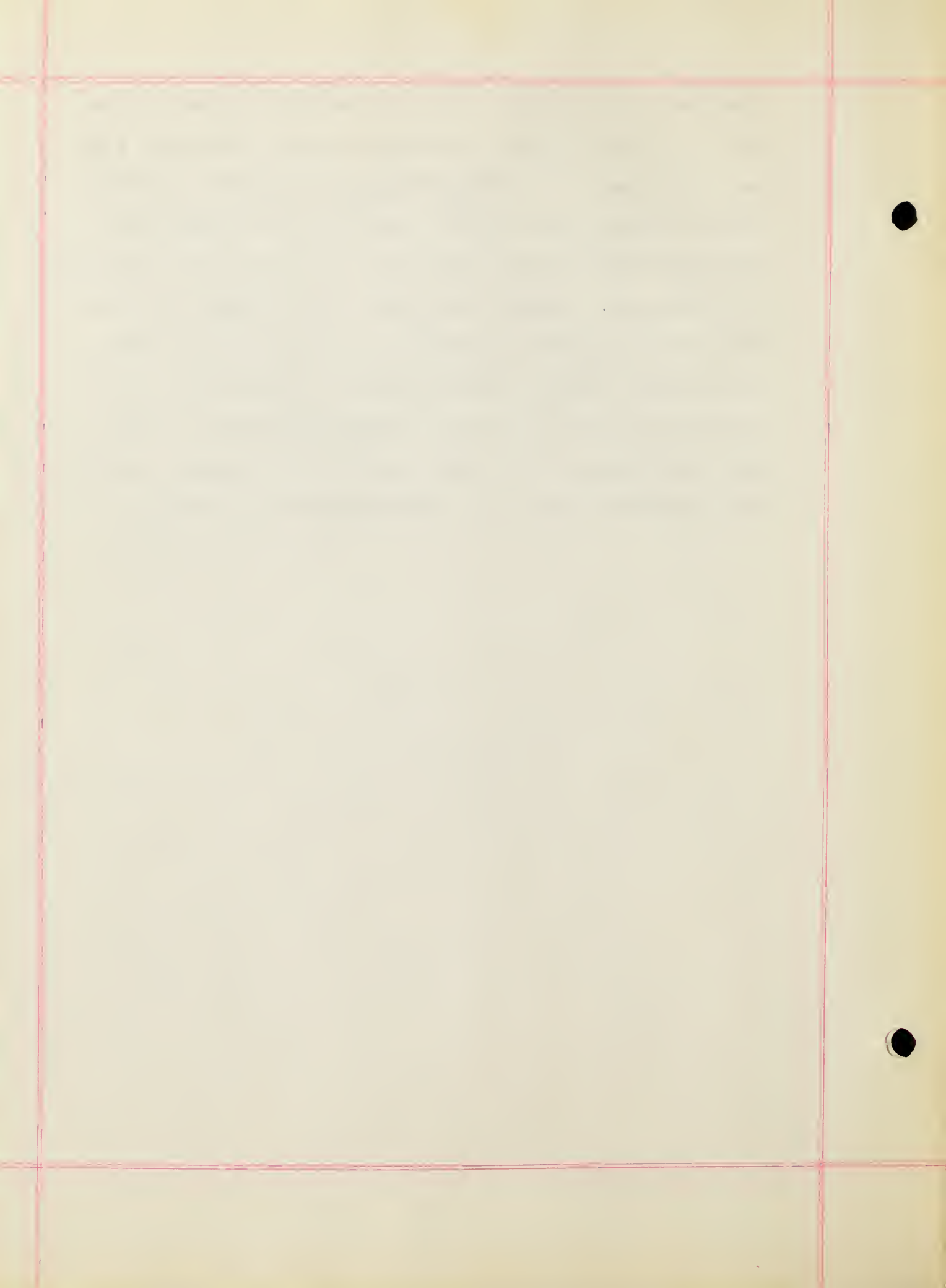
The glory of the junior college now, and probably for another quarter of a century, if not longer, is that it is an experimental institution. Any standards which restrict its growth, which tend to prevent full and free experimentation, are to be deplored.....It is a healthy sign that the American Association of Junior Colleges has revised its definitions and standards completely three times in less than ten years. A pragmatic, not a static philosophy, must be the genius of the junior college.

Method of securing data.-- In order to collect the desired data for this study, three check lists were devised. One list was sent to each State board of education in New England; another to each junior college in New England; and the third to each senior college and university in New England. Copies of these check lists will be found in the appendix (p.86). Catalogues and bulletins were procured from each of the educational institutions of both junior-college and senior-college grade. Further data were obtained by personal interviews and correspondence with representatives of all three groups. The information presented in the overview of the study was obtained from reading and studying the literature of the field.

Method of treatment.-- The check lists have been carefully studied and checked to ascertain the prevailing conditions as to curricular presentation of the junior colleges, the extent of the recognition given to the work of the junior colleges in New England by the New England senior colleges and universities, and the amount and nature of recognition given the junior colleges by the State boards of education of New England. The catalogues and bulletins received have

^{1/} Walter Crosby Eells, The Junior College. Houghton Mifflin Company, Boston, 1931, p. 185-186.

been used to help interpret some of the replies on the check lists. Those of the junior colleges have been critically surveyed for statements with regard to the stated functions and purposes of the institution in order to make possible a comparison of the trends in the New England junior colleges with those of the junior colleges throughout the country. Throughout this treatment, an attempt has been made to follow the procedures indicated in the survey appraisal method. Further check lists were devised and used to discover frequency of mention and relative importance of various conditions. The other data, more statistical in nature, have been summarized and will be found tabulated in their proper setting throughout the thesis.



CHAPTER II

GENERAL DEVELOPMENT

Introduction.-- In order that the reader may have a general overview of the junior college movement and see the present study in its proper setting, an attempt will be made to present the more important aspects of it as they have developed from its infancy to the present time. In the educational literature of the last two decades, there have appeared many authoritative works^{1/} covering the history of the junior college. There is no need, therefore, in the present study to enter into a lengthy, detailed historical account of its rise

^{1/} Walter Crosby Eells, Bibliography on Junior Colleges, United States Office of Education, Bulletin 1930, Number 2. United States Printing Office, Washington.

The Junior College. Houghton Mifflin Company, Boston, 1931, 833 p.

Walter J. Greenleaf, Junior Colleges. United States Office of Education, Bulletin 1936, Number 3. United States Printing Office, Washington.

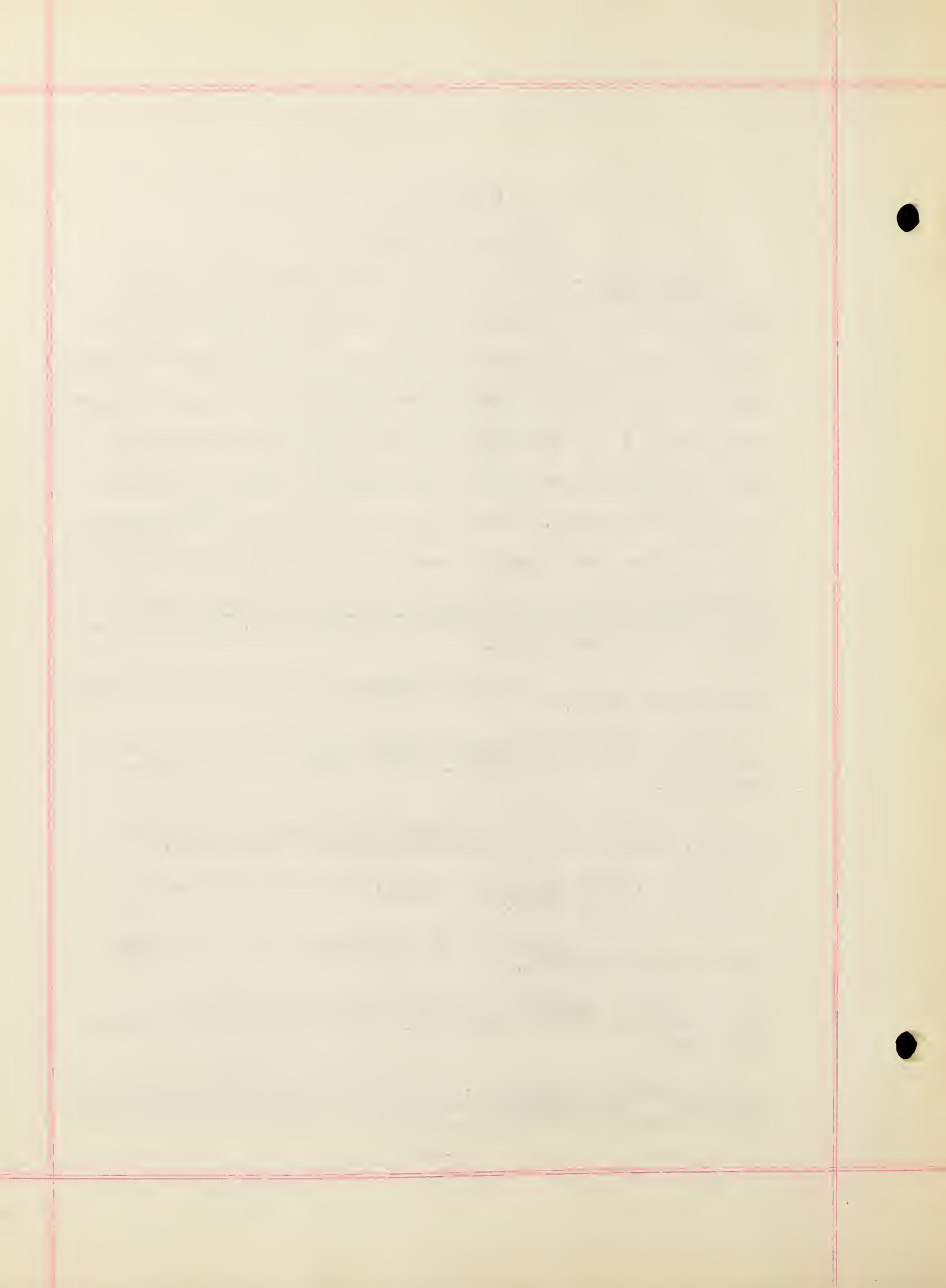
Alcina Burrill Houghton, A Survey of the History of the Junior College. Master's Thesis, New York University (1933), 50 p.

Leonard V. Koos, The Junior College. University of Minnesota, Minneapolis. 1924, 238 p.

The Junior College Movement. Ginn and Company, Boston, 1925, XII, 436 p.

.F.M. McDowell, The Junior College. United States Office of Education, Bulletin 1919, Number 35. United States Printing Office, Washington.

The Junior College Journal. Stanford University Press, Stanford, California. (Each January issue includes a complete directory of the junior colleges in the United States.)



and development. More consideration will be given, then, to the development of the forces which brought this institution into being, to the various types and organizations which have resulted, and to the functions as they have been conceived at various stages in the development. With this background, it is hoped that the reader will be sufficiently oriented for the subsequent chapter on the history of the movement in New England as well as later ones which will discuss the present conditions in the junior colleges of this area as are indicated in the material of the check lists.

Formative Forces.

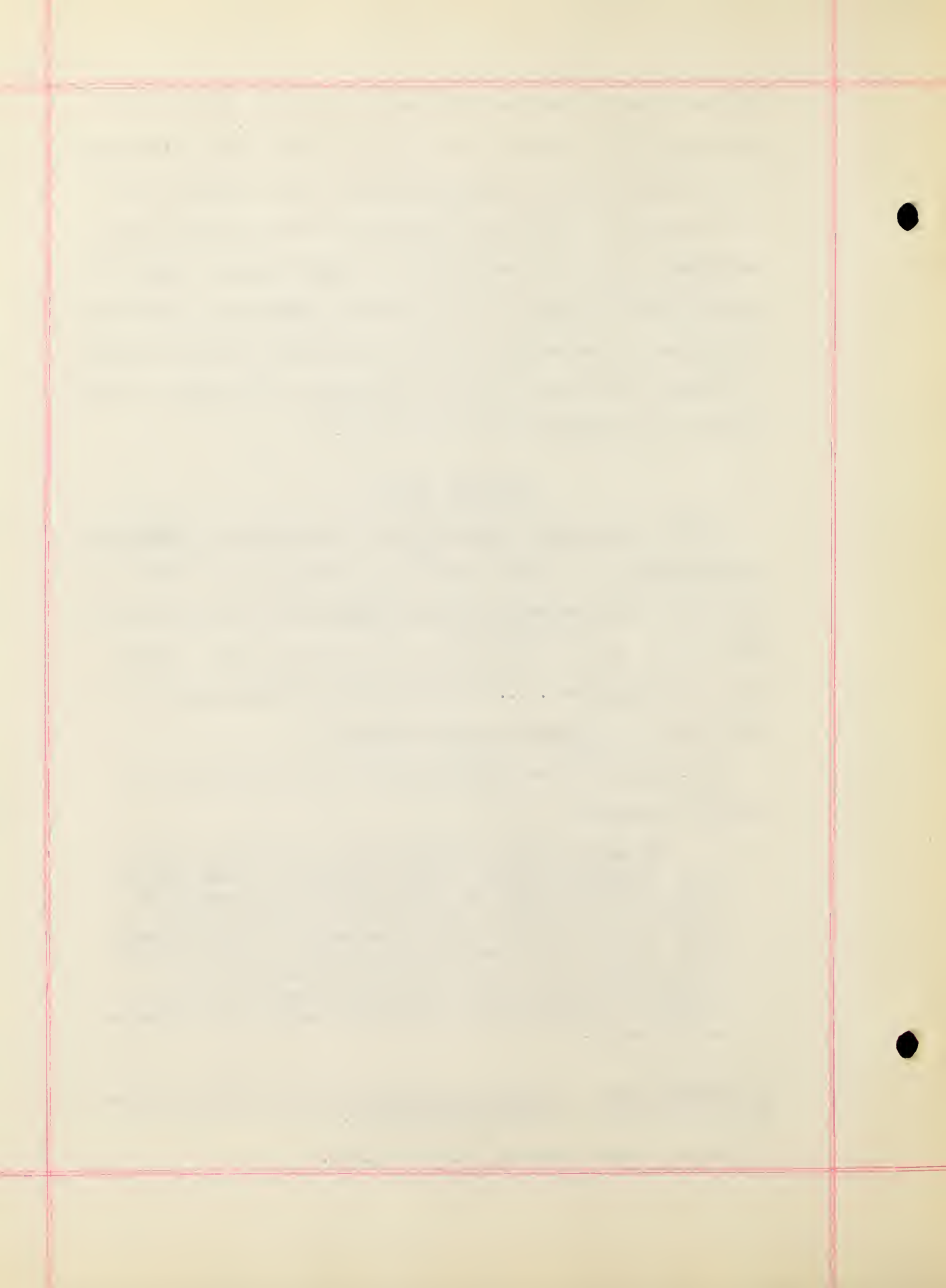
Early indications of the need of a reorganization of our educational system.-- Dr. Leonard Koos,^{1/} of the University of Chicago, is authority for the statement that "The forces that have been making a place for the junior college began to be operative over a hundred years ago" while the ".....idea of the junior college emerged in print about the middle of the last century."

^{2/}
A.B. Houghton of New York University is responsible for the following statement:

The junior college grew out of the fortuitious combination of several elements, widely different in source and intent. There was first the purely theoretical movement to reorganize the set-up of the American educational system in respect to the division between secondary and higher education. There was the practical administrative problem of the small colleges which were being caught between the high schools and the universities. Popular demand for more extended and more acceptable educational facilities far exceeded the supply.

^{1/} Leonard V. Koos, The Junior College. Research Bulletin, University of Minnesota. II (May 1934), p. 342.

^{2/} Alcine Burrill Houghton, op. cit., p. 17.



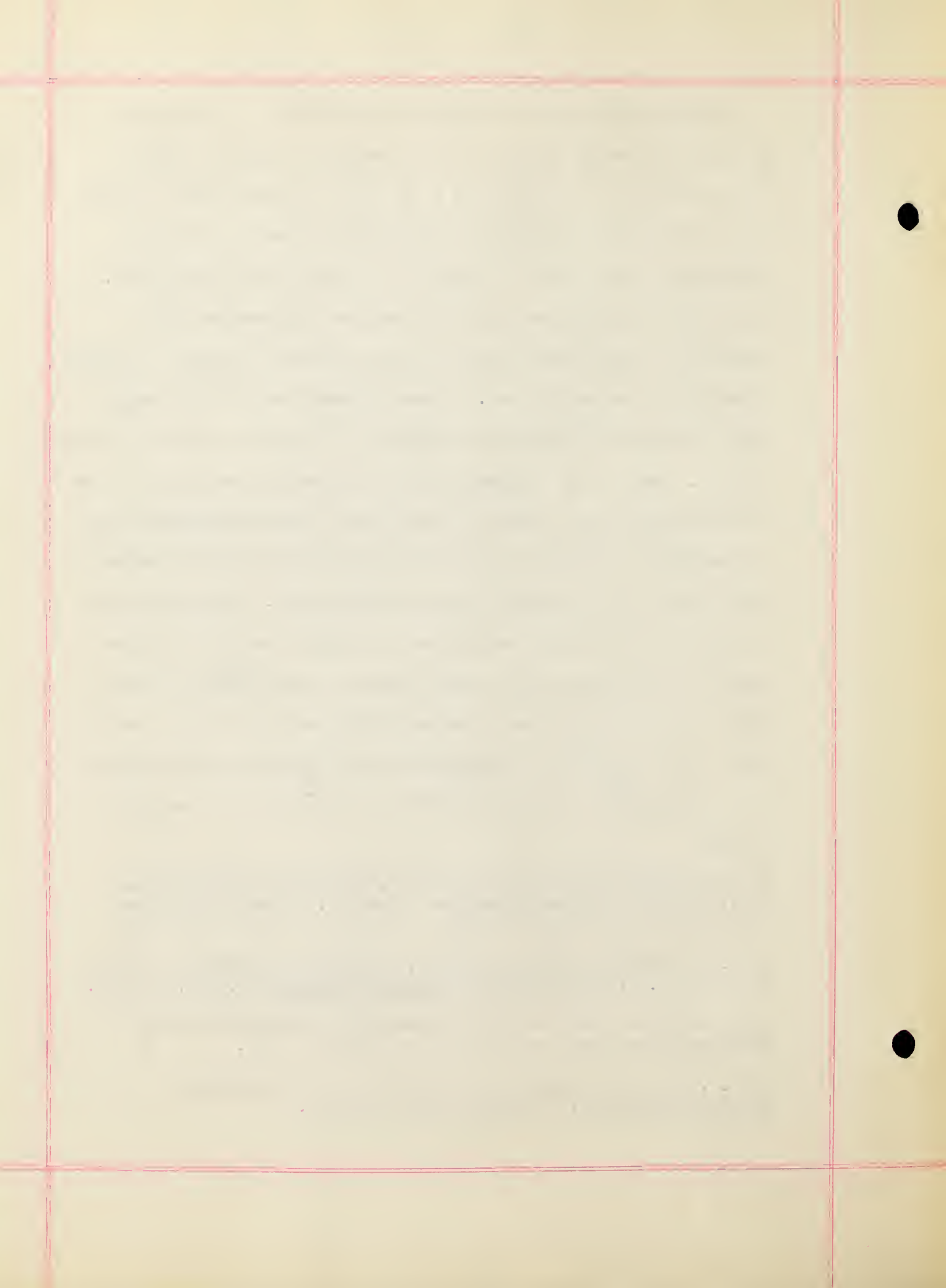
Educational theory had suggested, before 1900, the secondary nature of the first two years of the four-year college or university work, and the desirability of handling such work either directly to the secondary schools or to the weaker four-year colleges which should then give up the work of the junior and senior years. As far back as 1850, one finds the idea that the American high school and college were putting the break between secondary and higher education at the wrong level. German influence was being strongly felt in American universities throughout at least the last half of the century. Many of our outstanding educators had studied abroad in the German universities. Henry Phillips Tappan,^{1/} former president of the University of Michigan, at one time suggested that New York University be made into a university on the German plan. This would mean when applied to our American system of schools, that the first two years of college work would become a part of our secondary program. Others expressing this same idea during the last half of the century were: Dr. Folwell^{2/} in his inaugural at the University of Minnesota in 1869; Ten Brook^{3/} at Michigan in 1875; and Ladd^{4/} writing in Scribners in 1887.

^{1/} H. P. Tappan. University Education, New York, 1851 quoted in Wills History of Higher Education in America. (Unpublished manuscript) chapter on junior college.

^{2/} W. W. Folwell, Inaugural address, University of Minnesota, 1869, quoted in L. V. Koos, The Junior College Movement. op. cit., p. 237.

^{3/} V. Ten Brook, American State Universities and the University of Michigan, Cincinnati, 1875 (quoted in Wills) op. cit.

^{4/} G. T. Ladd, "The Development of the American Universities," Scribner's Magazine, (quoted in Wills) op. cit.



Continued recognition of the need for reorganization in secondary education today.-- A more modern and influential advocate of the idea was William R. Harper at the University of Chicago. Because of the strength of his influence, he is often referred to as the "Father of the Junior College." A brief and clear statement of his ideas taken from one of his works follows:^{1/}

The work of the freshman and sophomore years is only a continuation of the academy or high school work. It is a continuation, not only in subject matter studied, but in method employed. It is not until the end of the sophomore year that the university methods of instruction may be employed to advantage.

Since these ideas of Harper were stated, those university educators who advocate the junior college do so on Harper's grounds rather than on the earlier suggested analogy to the German system.

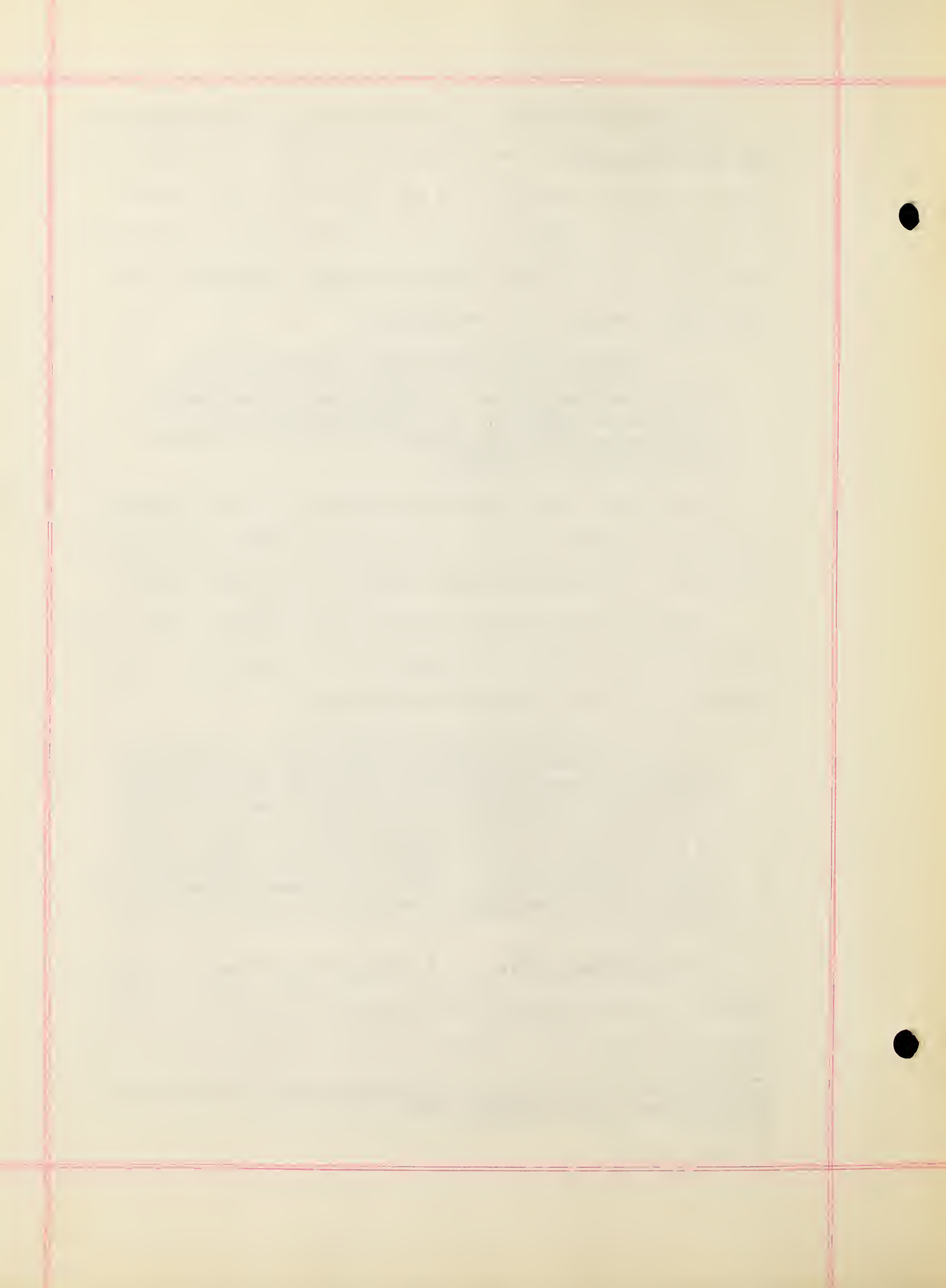
This same educator made a noteworthy prophecy with regard to the small college which should be mentioned at this point, for, in many instances at least, his prophecy has come true.^{2/}

While, therefore, twenty-five per cent of the small colleges now conducted will survive and be all the stronger for the struggle through which they have passed, another twenty-five per cent will yield to the inevitable, and, one by one, take a place in the system of educational work which, though in a sense lower, is in a true sense higher. Another group (fifty per cent) of these smaller institutions will come to be known as junior colleges. There are at least two hundred colleges in the United States in which this change would be desirable.

The educational literature of the day is full almost to overflowing with various theories as to the nature and nurture of this adolescent organization. Interest is not limited alone to those in

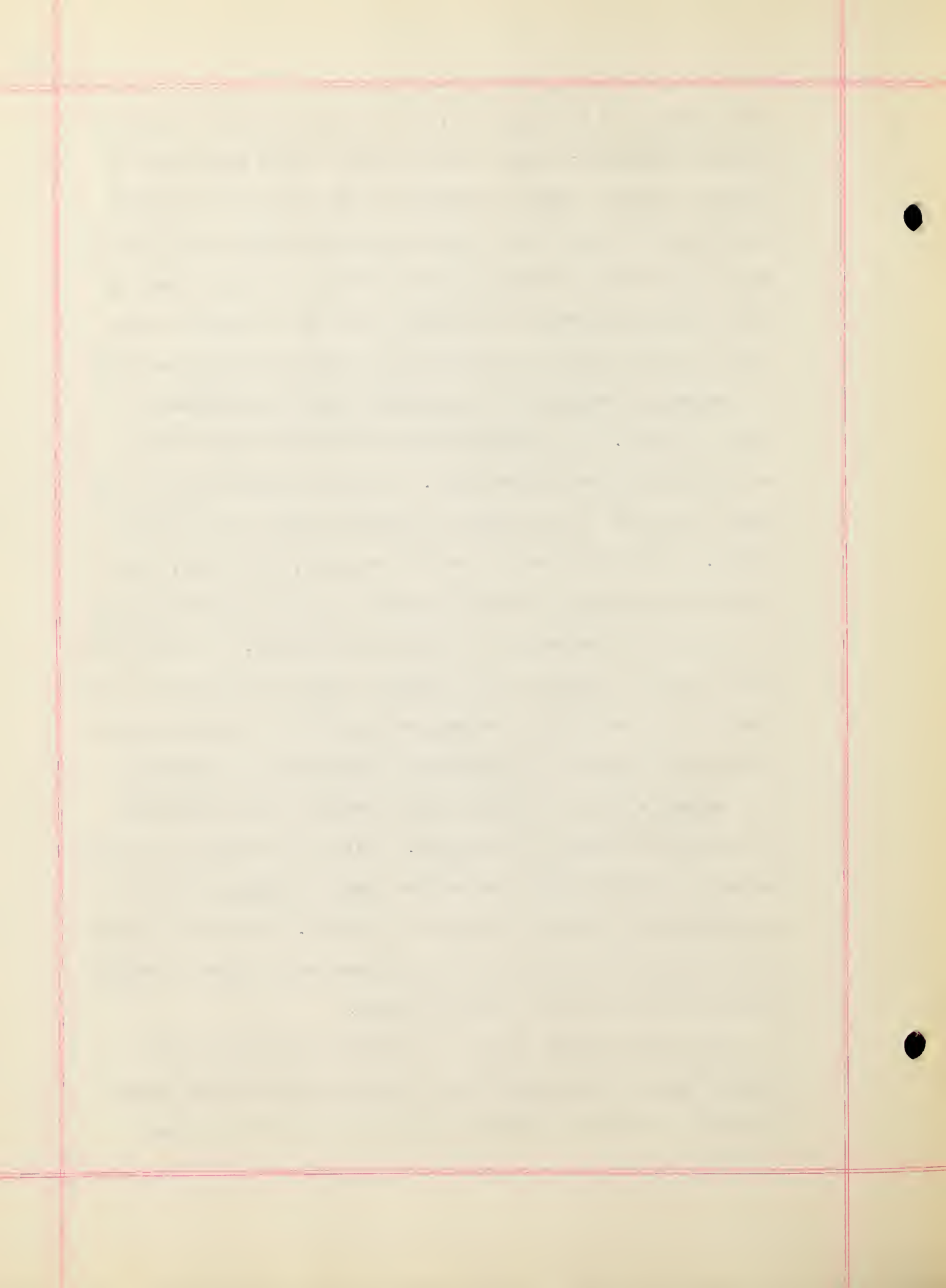
^{1/} William R. Harper, The Trend in Higher Education, University of Chicago Press, Chicago, 1906, p. 378.

^{2/} Ibid, p. 382.



active service in the junior-college field but as well to those in fields of service in higher education, and, in some cases, even to laymen. President Robert M. Hutchins of the University of Chicago would have the normal child complete elementary work in six years, go on to high school for four years, and then enter for four years either a college concerned with general education (a function of the junior college field) or a technical institution providing technical or home-making training (also conceived by many as functions of the junior college). The university would then devote itself entirely to scholarly and professional work. President Bancroft Beatley condemns the program of the typical college for women as being one of luxury. He maintains that for most of us, work, not luxury, is a dominant life interest and that any type of education which studiously ignores this fact appears to be less than liberal. He further asserts that it is essential that, except for those who are able to continue their education in a professional school after graduation from college and those who for any number of reasons are not concerned with earning a living, a college which combines liberal education and vocational training is essential. While this attitude is directly concerned with the college program for women, it might, at least to some degree, be directed to colleges in general. Here we have another senior-college official appealing for reorganization almost directly along lines promoted by the junior college.

In a recent address before the American Association of University Women at the College Club in Boston, Lincoln Filene, Boston merchant, expressed his views on the need of so-called "practical"



courses for college students. The following statements ^{1/} in the address are particularly pertinent to the matter at hand, for the junior college in the reorganization which it is attempting, recognizes the need of the very things which Mr. Filene finds necessary.

"I have for years had the conviction that it is a waste for any boy or girl to go beyond the second year in college without very definitely heading for some specific career and shaping his or her studies to that end. I do not believe that a liberal arts college should undertake the function of specific occupational or professional preparation.

"I think it is a fair statement of our experience over the years to say that in most cases, the women who have come to us with a high-school education and a year or two or specialized business training have not gone as far as the women who have come to us with a broad liberal arts education supplemented by special training.

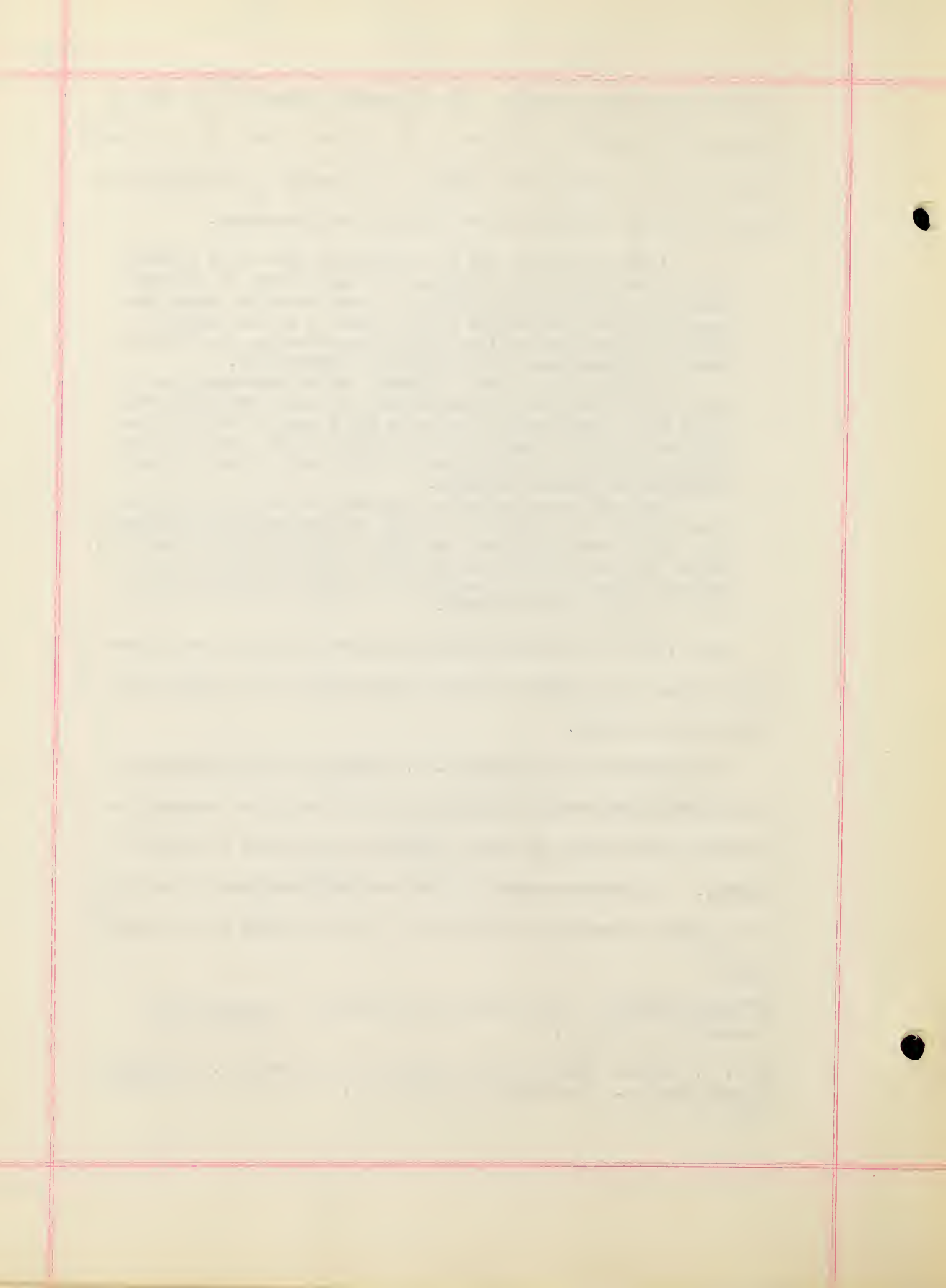
"Our business experience convinces us that beginning at least at the second year in college students should definitely head for a specific career and shape their studies to that end. We do not feel that all the colleges are fully discharging what we conceive to be their duty in giving vocational guidance to their undergraduates."

How closely his recommendations coincide with the present conceived setup of the junior college particularly in its organization for terminal courses!

From another business man, N. D. Hubbell, training advisor for The Eastman Kodak Company, employing about thirty-five thousand men and women, comes much the same sentiment with regard to schools in general. In a recent address to The American Vocational Association in its annual convention in Baltimore, he contributed the following views: ^{2/}

1/ Lincoln Filene, "Practical College Courses," Boston Globe (November 8, 1937), p. 17.

2/ N. D. Hubbell, "What Industry Expects of the Schools." Christian Science Monitor. (December 4, 1937) p. 5.



"The extent to which the schools are involved in our training picture is the giving of that specific training which is common to a number of occupations, jobs, or industries and the education which fits the individual to become a member of our social and economic order.

"The minimum which is common to all levels of jobs will include the three "R's". In addition, industry would like to feel it could depend on the schools to supply a sound philosophy of life. I think industry would like a little culture squeezed into the curriculum--enough to give the student an appreciation of the finer things of life. This does not call for a high degree of appreciation for the fine arts but rather a wholesome interest in something worth while--something the employee will be able to enjoy thinking about.

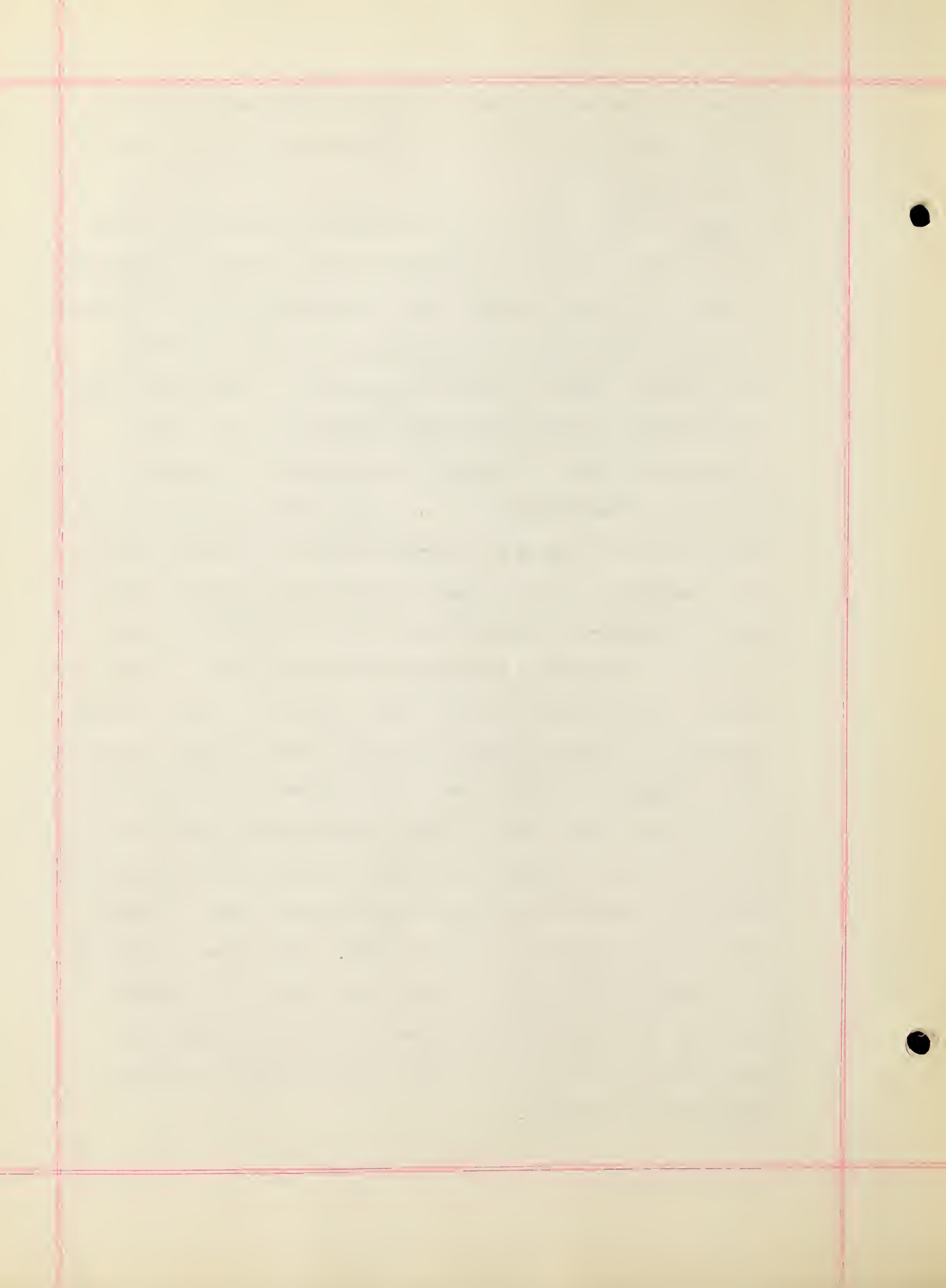
"Another angle of the sound philosophy of life is the teaching of an understanding of our American type of economic and social order and a wholesome respect for it."

Thus it should be evident that the call for a new educational unit is loud and clear. The junior college is at least one answer to the evident need for which such a clarion call is sounded. This will be further evidenced when the functions of this institution are stated in a later part of this chapter.

Organization

Various plans of organizations.-- From this brief generalization with reference to the embryonic and adolescent development of the junior college, let us turn to the various organizations of this institution as they are found to be existent today in what may well be termed its stage of early manhood. The term "junior college" at the present time is a very elastic one, covering institutions of widely different plans of organizations. One of the moot questions of the day in educational theory, is the proper set-up of the entire school system, from the kindergarten through higher education. There is probably no division of the American school system that is attracting more attention at the present time than is the secondary-school section. This

field which a quarter of a century ago was occupied exclusively by the high school is now filled by organizations known as the junior high school, junior school, senior high school, senior school, and the junior college. It is no longer possible to define any of these units in terms of years or of curricular content. Almost the only common basis in any such discussion seems to be the fact that all of these units are predicated upon the completion of a six-year elementary-school program. Even this statement needs qualifications because some of the experimental elementary schools have an eight-year program divided into two units of four years each beginning at the age of four rather than as traditionally at six. In some school systems, this elementary period is followed by a two-year junior high school, leading into a four-year senior high school, which in turn leads into a two-year junior college. In other places, there is a three-year junior high school, followed by a three-year senior high school, in turn leading into a two-year junior college. Again, there is a two-year junior high school, a three-year senior-high school, and a two-year junior college. And lastly, the newest set-up is a four-year junior high school and a four-year junior college. In all cases except the third one mentioned, it seems to be agreed among school men that the secondary school system should cover the eight years of adolescence, extending roughly from the age of twelve to the age of twenty. This feeling is completely in accord with the progressive education movement of the present day in that it recognizes that this particular stage through which every girl and boy must pass is the one which presents the greatest challenge to the educator.



The problem of the organization of the eight years of adolescent education.-- The problem confronting school men is, therefore, the wise distribution of time during this eight year period. It is not only an administrative problem but equally a subject-matter and teaching-method problem. Aside from curriculum consideration, school men seem to be fairly well agreed upon two considerations: one, that the eight-year period is too long and the other that the two-year period is too short for the building of student morale essential to efficient work. This accounts, in a large measure, for the junior high school absorbing the freshman year of the senior high school. For exactly the same reason, those who have been working in the junior college are convinced, after some experimentation, that the two-year unit is not a feasible one and that, if the junior college is to live, it must extend its courses either downward into the field of the senior high school or upward into the field of the professional schools of the university.

As has been previously indicated in this study, for more than a quarter of a century now, many outstanding educators have pointed out the fact that the freshman and sophomore years of the present liberal arts college (the years now generally included in most junior colleges) are purely secondary in character and therefore belong to the secondary field. If this position, which is rather generally accepted, is sound, the junior college should not extend its field upward into one in which it has no right. The only possibility, then, is for the junior college to absorb the upper years of the senior high school. This presents another serious situation, for it leaves but two years work for

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this institution--a length of period which has proved undesirable in the case of both the junior college and the junior high school. The only ultimate solution of the problem would seem to be to have the junior high school absorb not only the freshman year of the senior high school but the sophomore year as well, and for the junior college to absorb both the senior and junior years of the senior high school. It has been suggested that with this set-up and through reorganization of subject matter, elimination of duplication of courses, and increased teaching efficiency, it may be possible to complete, in each case, four years in three. Thus the time required to complete one's secondary education may not be lengthened after all and a much more functional and broadened program can be presented. Such an administrative reorganization then will establish a three or four-year junior high school leading into a three or four-year junior college which in turn leads directly into the professional schools of the university. In such an organization, the junior high school, extending roughly from the ages of twelve to sixteen, covers and permits the organization of subject matter and the adaptation of teaching methods to the interests, aims, needs, and abilities of the early adolescent. The period covered by the junior college unit, extending roughly from the ages of sixteen to twenty, permits of the same possibilities for later adolescence.

The junior college and educational adjustment.-- The junior college thus organized should mark the close of the period of general education. Upon leaving such an institution, all students should possess those elements of culture needed for personal satisfaction as well as for intelligent participation in home and community life. Some

will also be prepared for further study in the graduate or professional school of their choice and ability. Through the mastery of basic techniques, aided by wise and intelligent guidance through his course, he should have become economically independent in some special field or fields of his own selection. Such a program will take much experimentation, much of which is already being undertaken at the present time. It will require unlimited and untiring efforts on the part of educators who are appreciative of the issue which the tremendous increase in secondary school attendance presents. It gives at least one answer to the problem of democratization of education--opening the schools to all the children of all the people and offering them differentiated curricula which meet their aims, needs, interests, and abilities. In this way, education will offer the only feasible and workable way of improving the human race.

^{1/}
Dr. James Madison Wood, president of Stephens Junior College for Women, expresses the same feeling and conviction when he states,

"The present day problems of education can be safely approached from no other than the experimental point of view. Forces such as history has seldom recorded are today operating in the social, the political, the economic, and the religious world. These same forces are affecting in like manner every phase of education. Wise is the man who seeks with an open mind to know what it is all about.

"The ultimate objective of society is to produce an individual who is socially competent. This social competence is dependent upon the type of experience to which the individual has been subjected, and this in turn is determined by the avenues of impression, interpretation, and expression that have been opened to him. It would therefore seem that the function of education is to introduce the student to those fields from which worthwhile experiences may be gleaned and to give him a technique for interpreting these experiences in terms of human

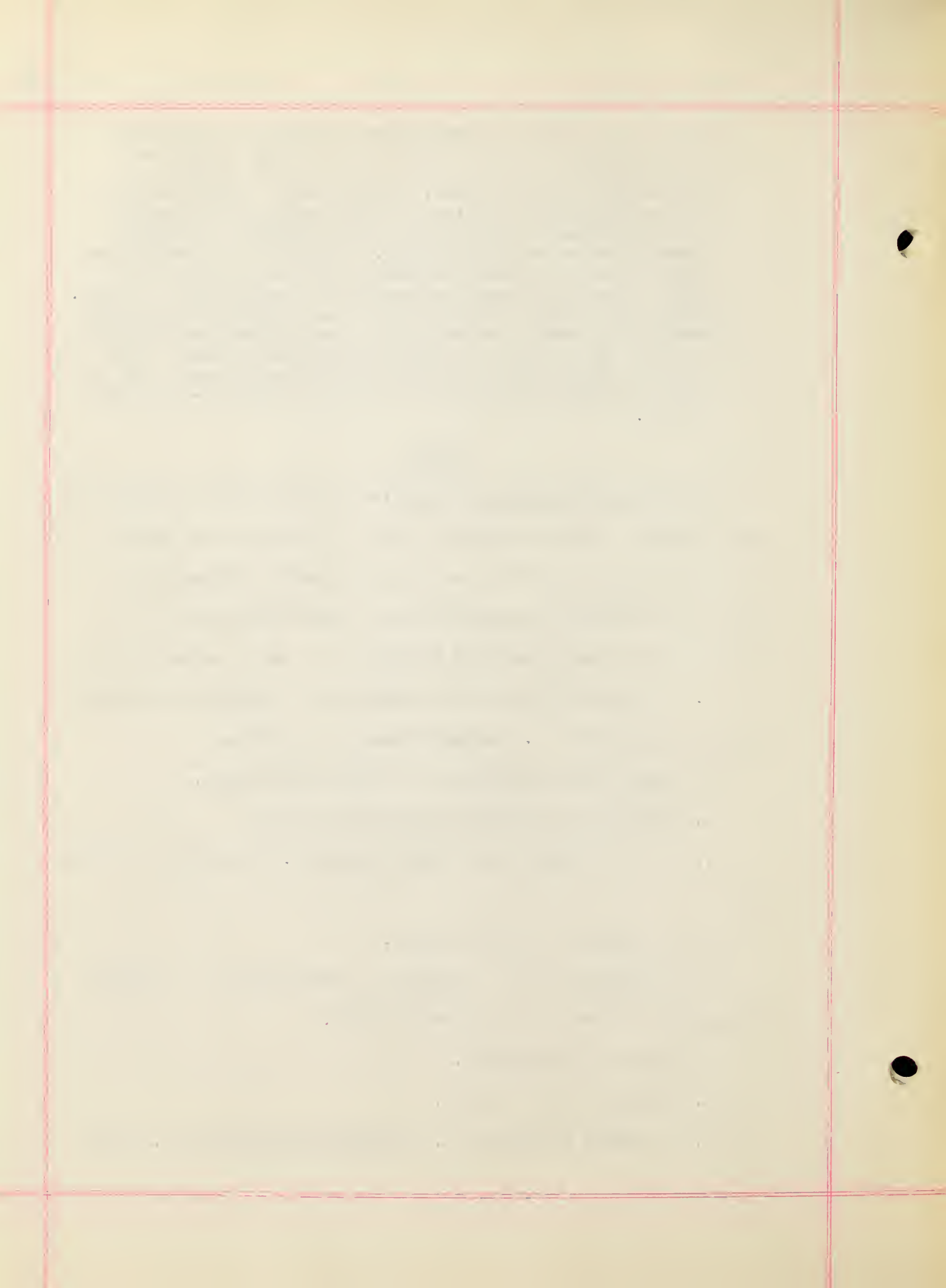
^{1/} James Madison Wood. "The Place of the Junior College in American Education", The Centennial of Colby Junior College, op. cit. p. 23.

values.....A drastic reorganization of education, including the liberal arts college insofar as it touches general and public education, is definitely under way. The reasons for such reorganization are many. Among the most cogent are the loss of student interest through questionable curricular content and needless repetitions, and the constantly increased financial burden to the community. Tradition is a powerful and useful factor in building community life, but the world revolves in spite of those who continue to assert that it is flat. Useful in its time, our educational step ladder which measures education in terms of chapters and pages of a book and marks by a teacher rather than in terms of human life is doomed. For a time it maybe used as a substitute for common sense. But ultimately it must go the way of its sister delusion--the world is flat.

Types

Various types of junior colleges.-- The term "Junior College" is almost equally elastic in terms of types of institutions. Writers who have studied the field seem to have no common denominator for their classification according to type. The following list is inclusive of most bases mentioned although it is not an exhaustive one:

1. By method of control and support-- a. independent, proprietary, or commercial; b. denominational; c. public.
2. Branch junior colleges with parent institutions.
3. Miscellaneous unclassified junior colleges.
4. By sex admitted-- a. coeducational; b. men only; c. women only.
5. By length of course in years.
6. By functions-- a. terminal; b. preparatory; c. popularizing; d. cultural; e. reorganizational.
7. By size of enrollment.
8. By age (date of origin).
9. By method of origin-- a. university amputation; b. high



school elongation; c. college decapitation; d. independent creation.

10. By race-- a. for negroes only; b. unrestricted admission.

^{1/}
Dr. Wood groups them under three heads only but does so in such a way as to be inclusive of most of the ones mentioned above.

"The junior college when viewed from the standpoint of basic emphasis has evolved three distinct types. The first type puts the basic emphasis of the public junior college on what is designated by most of the writers in the field as the terminal course. Education for most students in the public schools must be completed at the end of high school or, under the newer organization, of the junior college. These students should receive that type of training that will best fit them for their duties as citizens and that will render them economically most efficient. This should not mean a lack of emphasis on the cultural or pre-professional training but it does mean that, from the standpoint of basic emphasis, the terminal course is dominant. By terminal is meant not only those courses that contribute to economic efficiency but likewise those that contribute to general culture.

"A second type is the junior college that is fostered by a university. In this institution the basic emphasis is upon pre-professional requirements. Its curriculum is determined very largely by the requirements of the schools of law or medicine, engineering or agriculture, commerce or journalism. The terminal course receives no attention and the problem of general education little consideration. This type has many variations:-- on one extreme the rigid requirements of the freshman and sophomore years of the university which has not yet reorganized its curricula into a so-called "lower division"; on the other extreme the proposed new division at the University of Chicago where the separation of the upper division is complete.

"The third type is found in the field of the private junior college. It deals primarily with the problems of general education. Terminal and preprofessional courses receive emphasis but the dominant objective is to give the student the type of training that is needed for living a well rounded life. The ultimate of this training is to assist the student in formulating a philosophy of living."

Thus it seems at the present time any attempt to classify the junior college by types of institution depends largely upon the philosophy of the particular writer rather than upon any general agreement

^{1/} James Madison Wood. op. cit. p. 22-23.

by various workers in the field.

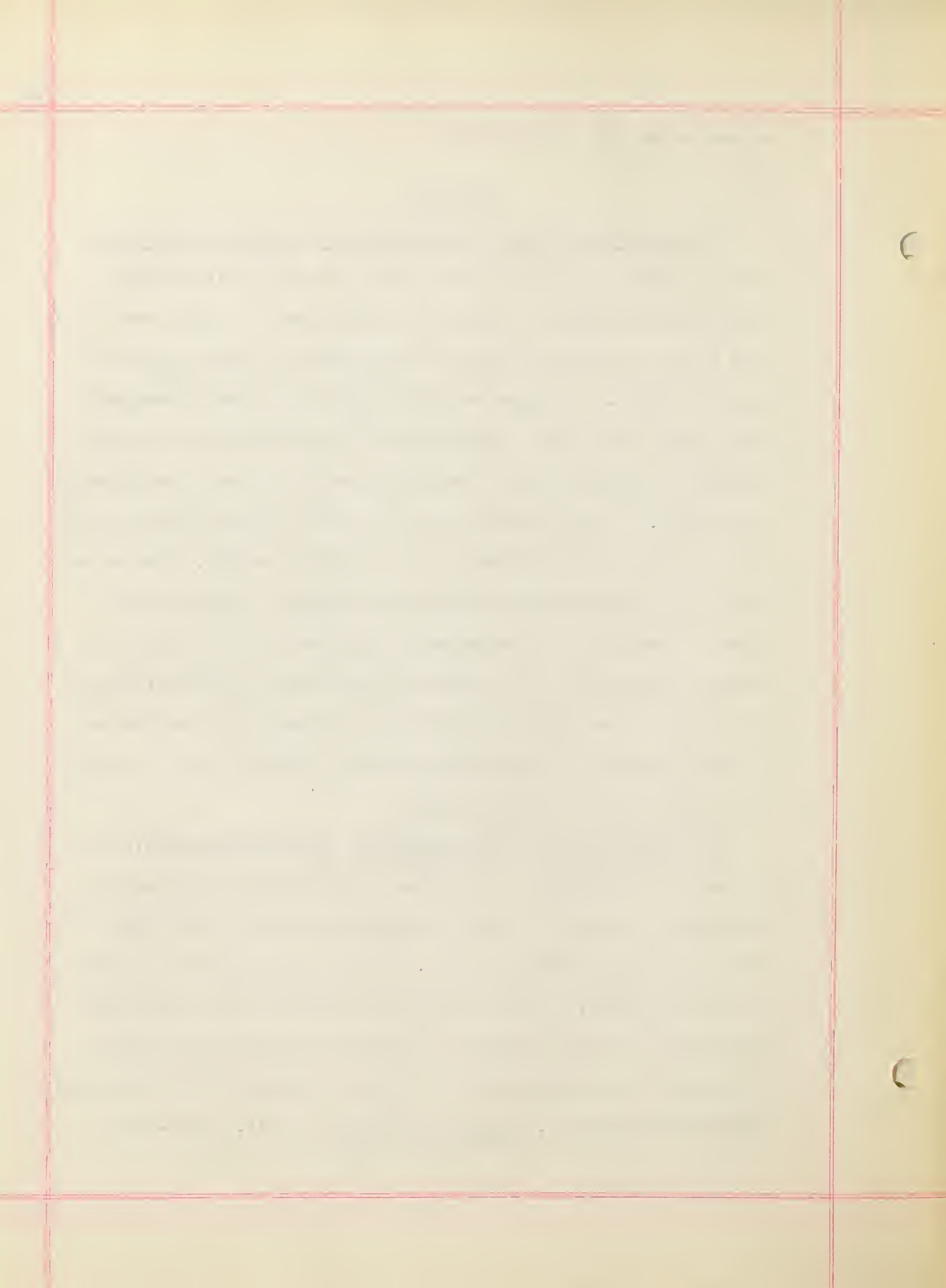
Functions

Aims and objectives at the present time not concisely defined:--

When the junior college field is surveyed for any concise, definite statement with regard to accepted functions, one is brought face to face once again, with the fact that this institution is still feeling its "growing pains". Once again we are reminded of Dr. Eells'^{1/} statement: "The glory of the junior college field now, and probably for another quarter of a century, if not longer, is that it will be an experimental institution." That it has not as yet a clear, definite picture of its aims and objectives should not give us too great concern. When we recall that our whole secondary educational program, even after over three hundred years of experience and experiment, is still without a definite formulation of its issues and functions, we realize full well that we are in no position to criticize or question the fact that as yet this relatively young and inexperienced institution is not traveling along a too well charted course.

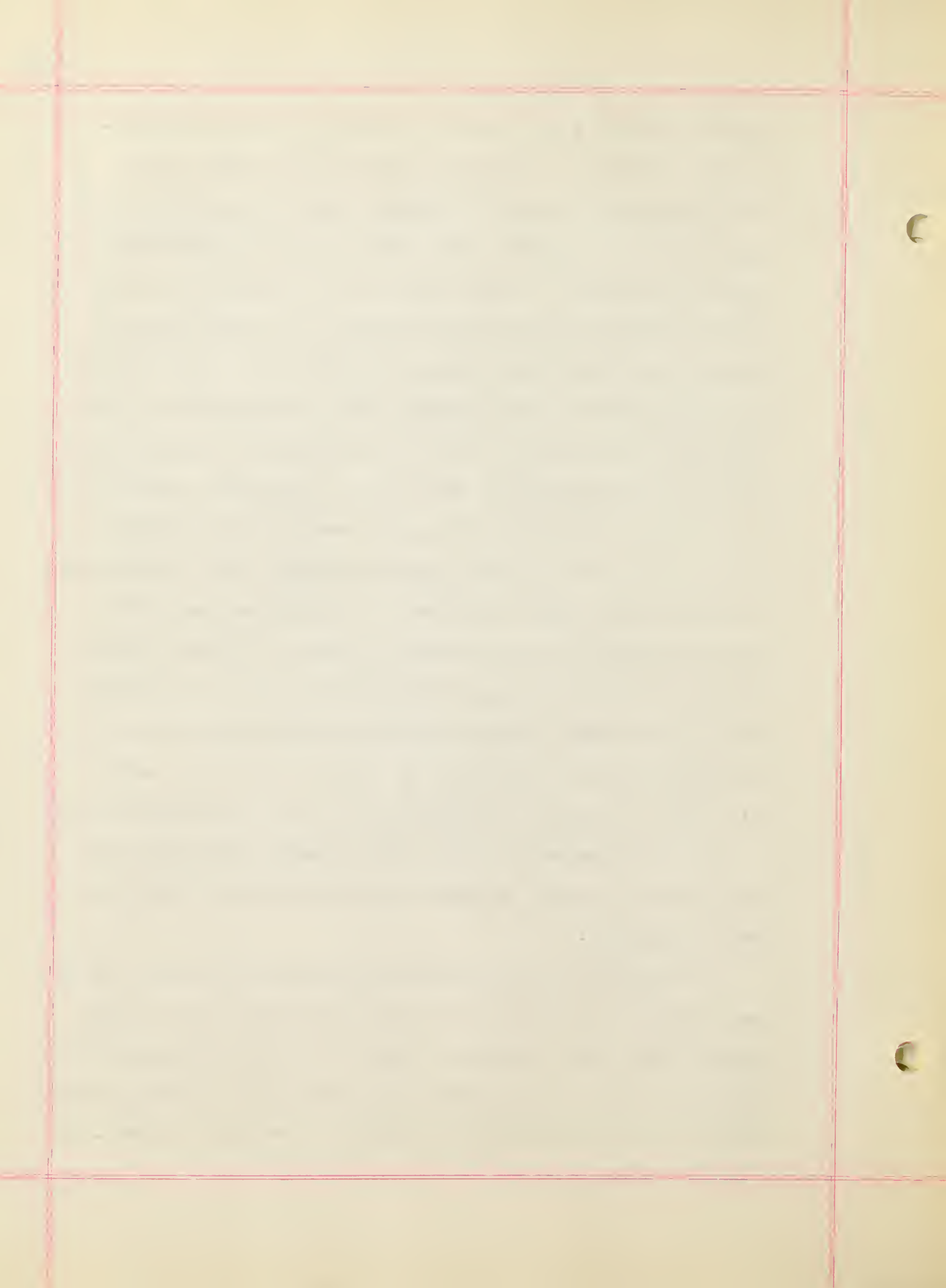
Duplication of the first two years of senior college work.-- In the earliest conception, the function of the junior college seems to have been one of merely duplicating the work of the first two years of senior college and university work. Various advantages were claimed for such a program. The universities and colleges were becoming overcrowded and their facilities both in physical equipment and teaching force were being taxed beyond their limit. Classes in the freshman and

^{1/} Walter Crosby Eells. The Junior College. op. cit. p. 185-186.



sophomore years were much too large to make real teaching possible. In order to allay such conditions, entrance barriers were erected higher and stronger so that many students capable of profiting by college training were excluded. Many others, equally talented, because of prohibitive costs, due to either distance to be traveled or to living away from home, were prevented from attending. The establishment of junior colleges more locally situated and without such rigid entrance requirements seemed to be an adequate answer to such problems. Such institutions would further be able to give instruction to pupils in smaller classes and provide a better type of instruction. In many of our colleges and universities the poorest teaching was at the first two years level. All too often, graduate students with no teaching experience and whose major interest was in their research work rather than class instruction, were teaching freshman and sophomore classes. The junior college, providing trained teachers, could more adequately instruct its students. Another advantage claimed was that boys and girls graduating from high school too immature to come into contact with college life and its attendant problems could live at home and attend junior college for two years. Other advantages have been given but the above ones have been most often advanced and have been given most consideration.

Thus the earliest conception of the function of the junior college was one paralleling the work of the first two years of senior college and university work. This fact is borne out not only in the curricular offering of the early junior college but equally so by the early requirements of the various accrediting agencies both state and sectional. In



its earliest stages, the junior college was anxious, too, to prove itself as being capable of measuring its product against previously existing definite standards of university work. Again we see the "urly head" of our hurdle system of education,--the dictating of a "higher level" as to what shall be taught in the one below it rather than allowing the so-called "lower one" to work out its own program to meet the needs and abilities of its own students,--appearing above the surface even in these early days of the junior college. As we shall see later, such a function is still conceived for the junior college but others have been added so that it is merely a supplementary one rather than the only one.

Other equally important functions suggested early in the development.-- Rather early in the development of the junior college, we find that new functions were conceived for this rapidly developing institution. The late Dean of the Faculties and Dean of the School of Education of the University of California, Dr. Lange, advocated that the junior college must take on another function besides that of doing lower division university work. His opinion is stated as follows:^{1/}

It is coming to be generally understood that the junior college cannot serve its complex purpose if it makes preparation for the university its primary object....The junior college will function adequately only if its first concern is with those who will go no farther, if it meets local needs efficiently, if it turns many away from the university into vocations for which training has not hitherto been afforded by our school system.

Some two years later, Dean Lange, in an address before the junior college section of the California Teachers' Association, emphasized the same functions of the junior college. His opinions at that time

1/ Alexis Lange, "The Junior College", Proceedings of the National Educational Association. (1915) p. 119-124.

were expressed as follows:^{1/}

Probably the greatest and certainly the most original contribution to be made by the junior college is the creation of the means of training for the vocations occupying the middle ground between those of the artisan type and the professions.... It is an essential part of the junior college idea that each junior college have its own individuality in accordance with its environment. Thoughtless duplication should be out of the question....I am more than skeptical about the educational success of any junior college with only non-vocational departments.

Dean Lange was not alone in his ideas of the functions of the junior college curricula. Commissioner Wood of California, who made a careful study of the junior college movement in California, expressed similar ideas. His opinion was given in his second biennial report in which he made a plea for a change in the junior college law of California.^{2/}

Under provisions of the law the course of study in the junior college department just approximates those offered in the first two years of the university. This limitation should be removed so that the junior college department may become a self-directing institution, free to adapt itself to community needs.... There is need in various communities of the state for post-graduate courses of a vocational nature, including courses designed to fit students for civic occupations....It is essential, therefore, that the law shall be so drafted that courses other than those approximating the first two years at the university may be offered.

At the first annual meeting of the American Association of Junior Colleges, the functions of the junior college curricula were discussed by Mr. A. K. Davis,^{3/} president of Southern Junior College, Petersburg,

^{1/} Alexis Lange, "The Junior College--What Lanner of Child Shall This Be?" School and Society, VII (February 1918) p. 211-216

^{2/} Will C. Wood, "The Junior College", Second Biennial Report of the Commissioner of Secondary Schools, (1916) p. 24.

^{3/} A. K. Davis, "The Importance of Standardization and Coordination of Junior Colleges." Report of Proceedings of First Annual Meeting of the American Association of Junior Colleges in 1921. United States Bureau of Education, 1922, No. 19. p. 49.

Virginia. His belief was stated in the following words: "The junior college course should be related to the standard college as a liberal arts course; it should be related to practical affairs as a vocational course, and it should be related to society as a social or finishing course."

Professor Koos in his investigation of the junior college in 1924^{1/} found that the first major function of the curricula to be "offering two years of work acceptable to colleges and universities." The other major curricular functions found by Koos were: "provision of opportunities for 'rounding out' their (the junior college students) general education" and "preparation for occupations, the final training for which would be given during the junior college years."

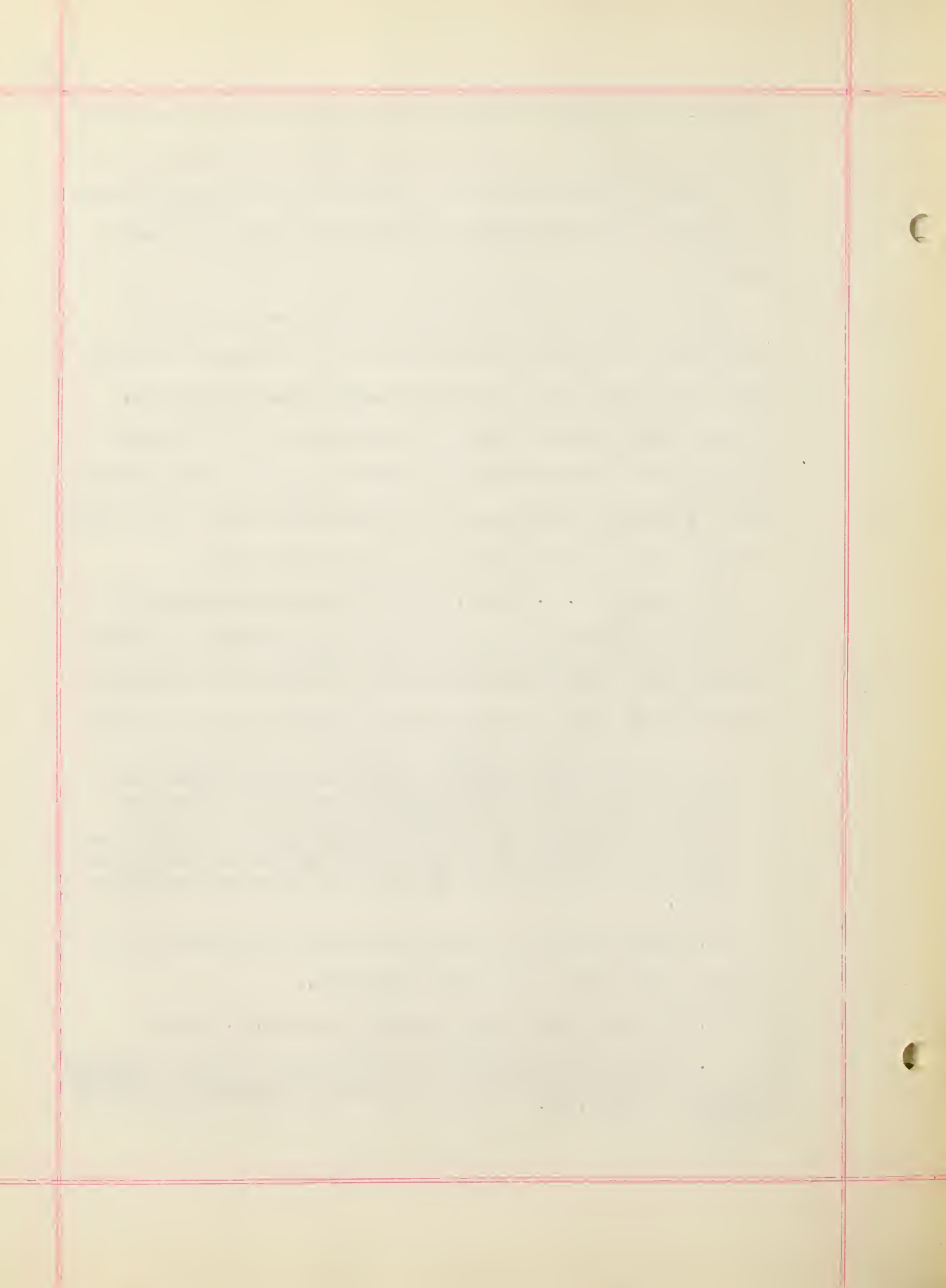
The Honorable W. J. Cooper, Former United States Commissioner of Education,^{2/} in an address before the Tenth Annual Meeting of the American Association of Junior Colleges, gave the following statements as his opinion concerning the functions of the junior college curricula:

First, to offer a liberal education to a new stratum of the American public; second, to train for certain semi-professions that have not been taken care of except in the private business college, in the private automobile school, or in the polytechnic college; and, thirdly, to do whatever the university wants you to do with about eight or ten per cent of the population who will go on in the law, medicine, and other professional lines.

Mr. Cooper expressed the opinion that the functions were of importance in the order in which they were given.

1/ L. V. Koos, The Junior College Movement, op. cit. p. 156-158.

2/ W. J. Cooper, "Some Opportunities for the Junior College." Proceedings of the Tenth Annual Meeting of the American Association of Junior Colleges. (1929) p. 94.



Professor Charters, of Ohio State University, stated his opinion^{1/} as to the functions of the junior college curricula in a paper read before the Junior College Section of the Department of Secondary School Principals of the National Educational Association in 1928. He pointed out that the curriculum functions as "it prepares for the professions".... "it provides terminal training for vocations," and "it is the guardian of culture."

It was advised in the recommendations to the State Survey Commission of the state of Missouri^{2/} that "the junior college should consider entering the field of vocational education as well as that of preparatory work."

Nicholas Ricciardi, chief of the Division of City Secondary Schools, California State department of education^{3/} in 1930 emphasized the importance of full agreement concerning the definite functions of the junior college. He listed the following curricular functions which had been accepted in California, and by the leaders in secondary education:

"It is pertinent, then, that we now set forth the conception of the junior college which is accepted in California and endorsed by the leading authorities in secondary education.

"A fully organized junior college aims to meet the needs of a community in which it is located, including preparation for institutions of higher learning, liberal arts education for those

1/ W. W. Charters. "Functions of the Junior College." Proceedings of the Thirteenth Annual Meeting of the Department of Secondary School Principals of the National Educational Association. (1929) p. 307.

2/ Strayer, Englehart, and Others. "A Report to the State Survey Commission," Preliminary Report on Publicly Supported Higher Education in the state of Missouri (1929) p. 452.

3/ Nicholas Ricciardi, "Vital Junior College Problems in California." The Junior College Journal, I (October, 1930)p. 24-25.

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who are not going beyond graduation from the junior college, vocational training for particular occupations usually designated as semi-professional, and short courses for adults with special interests.

More recently the Commission of Seven of the Carnegie Foundation for The Advancement of Teaching^{1/} listed the following functions which they considered to be desirable for the junior college: 1. a curriculum for social intelligence; 2. specialized vocational curricula; 3. pre-professional and pre-vocational courses which give the best foundation for specialized occupational training in an advanced school; 4. preparatory academic courses in arts and sciences anticipating attendance in a liberal-arts senior college and possibly graduate school leading to professional careers of scholarship in research or teaching; 5. adult or continuation educational courses for which the junior college may serve as a focus or clearing house for community extension work.

Rosco C. Ingalls, Director of the Los Angeles Junior College,^{2/} in an article written during the past year gave further evidence of the importance of one of the newer conceived functions in the following statement: "A major function of any junior college--and the major function of a junior college in a great metropolitan area--is to provide semi-professional courses."

The most generally accepted functions in effect today.-- Since the earliest beginnings of this new educational unit, there have been many

1/ "State Higher Education in California." Journal of the National Educational Association, XXI (February 1933) p. 35-36.

2/ Rosco C. Ingalls. "Evaluation of Semi-Professional Courses." Junior College Journal, VII (May 1937) p. 480.

functions suggested for its program. At the present time, however, most educators are agreed on eight general ones: the preparatory, the terminal, the citizenship, the vocational, the leisure time activities, the guidance, the popularizing, and the adult-education functions.

In closing this section of the chapter on the development of the junior college, each of these present day conceived functions will be briefly discussed.

The preparatory function.-- This function of the junior college has received far too much emphasis. To be sure, whether the junior colleges have wished it or not, this curriculum has proved to be the most popular with the students. Many studies have been made in an attempt to determine the educational intentions of junior college students and graduates. W. W. Campbell has listed and commented on several of the important ones.^{1/} Another study^{2/} showed that about eighty per cent of the graduates expected to transfer to senior colleges and only about fifty per cent actually did go to senior college. That this disparity between percentages is not a commentary on the quality of the preparatory work of the junior colleges so much as it is a commentary on the lack of effective guidance given to the students is indicated in Eells' study.

However, as President Hutchins says,^{3/}

^{1/} W. W. Campbell, "The Purposes of the Junior College." Journal of the Educational Association (October 1932) p. 221-222.

^{2/} W. C. Eells and H. F. Jones, "Higher Educational Aspirations of California Junior College Students." California Quarterly of Secondary Education, VI, (April 1931) p. 239-244.

^{3/} Robert M. Hutchins, "Hard Times and Higher Learning," Yale Review (June 1933) p. 112-114.

These local junior colleges will not develop intelligently if they direct their attention primarily to preparing students for the universities. The majority of their graduates will never reach them. They should direct their energies toward the development of terminal work. They should train students for life.

Terminal function.-- The emergency collegiate centers in many states as well as the increased number of high school post-graduate courses indicate that great numbers of high-school graduates desire further education. A summary of the liberal arts colleges in New York state ^{1/} shows that 32.4 per cent of the entering freshmen drop out before their sophomore year, 49.2 per cent of the entering freshmen drop out before their junior year, and 54.2 per cent of the entering freshmen do not receive degrees. Undoubtedly these figures are equally indicative of the liberal arts colleges as a whole. Combine these figures with those of the high school graduates who for various reasons never enter college and we have good evidence that the traditional four-year curriculum of the liberal arts college is not answering the needs of a large percentage of the students. The junior college has a real opportunity to serve the needs of these students by offering curricula designated to terminate in two years. By so doing, it will serve not only this particular function labelled by most writers as terminal but also the other functions given above. The writer is not in full accord with the labelling of this function. He objects to the word "terminal." Education is never terminated. Such a curriculum might well be classed as preparatory--preparatory for living.

^{1/} Twenty Ninth Annual Report, University of the State of New York. Educational Department. II (1933) p. 328-363.

Citizenship function.-- As has been indicated before in this study, it should be obvious that the health of a democratic nation will be preserved more effectively if all of its youth on whatever occupational level they may eventually find themselves has a real functional understanding of the social, economic, and political order that will help them to be more intelligent citizens. While this should be one of the functions of education in general, the junior college, because of the maturity and natural desires of its students, has a greater opportunity to give more and better training than can be given at the lower scholastic levels. Here again, we find that in terms of this function, we can also educate for more efficient living.

Vocational functions.-- This function is receiving the major amount of attention by the junior college workers at the present time. To more completely understand this particular field of service, Koos' ^{1/} definition of the three occupational levels is given.

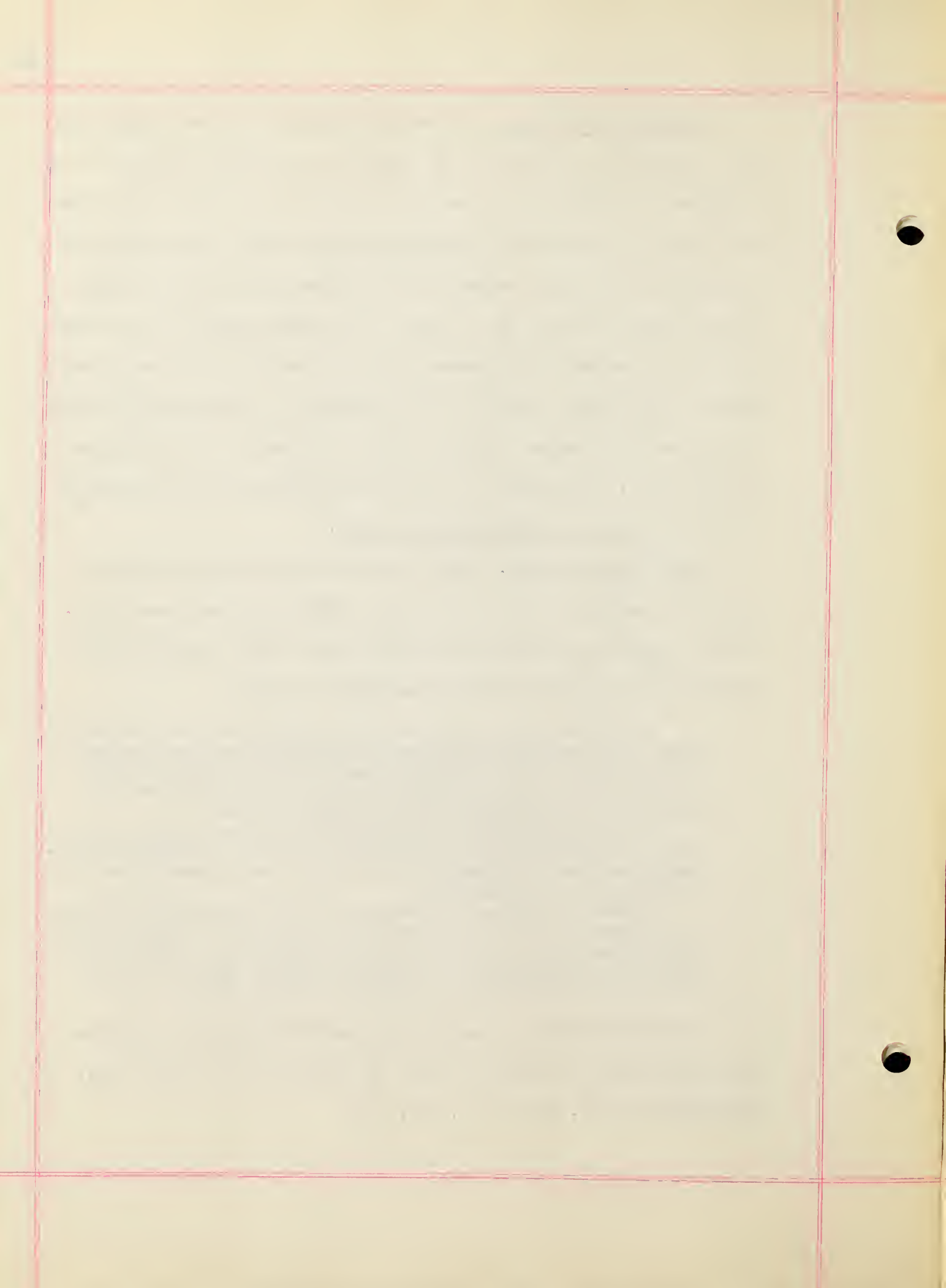
"A profession is an occupation for which training should be given by an institution requiring for entrance at least graduation from an accredited secondary school, and offering a course of college grade of no less than four years in length and culminating in an appropriate and recognized degree.

"A semi-profession is an occupation in order to enter upon which one should prepare himself with a course of training approximately two years in length, with a high school education or its equivalent as a prerequisite.

"Trades or clerical occupations are those occupations in order to enter upon which one should be trained in a public or private high school, trade school, commercial school or other institution which presupposes a knowledge of the common school subjects and gives education of less than college grade.

From the definition of semi-professional training, it is obvious that any vocation the junior college can train for is on this level.

^{1/} Leonard V. Koos. op. cit. p. 153.



Long lists of semi-professions have been compiled by many authors and the field presents a wide range of opportunities.^{1/} They represent permanent and distinctive fields for which junior colleges alone can best train prospective workers.

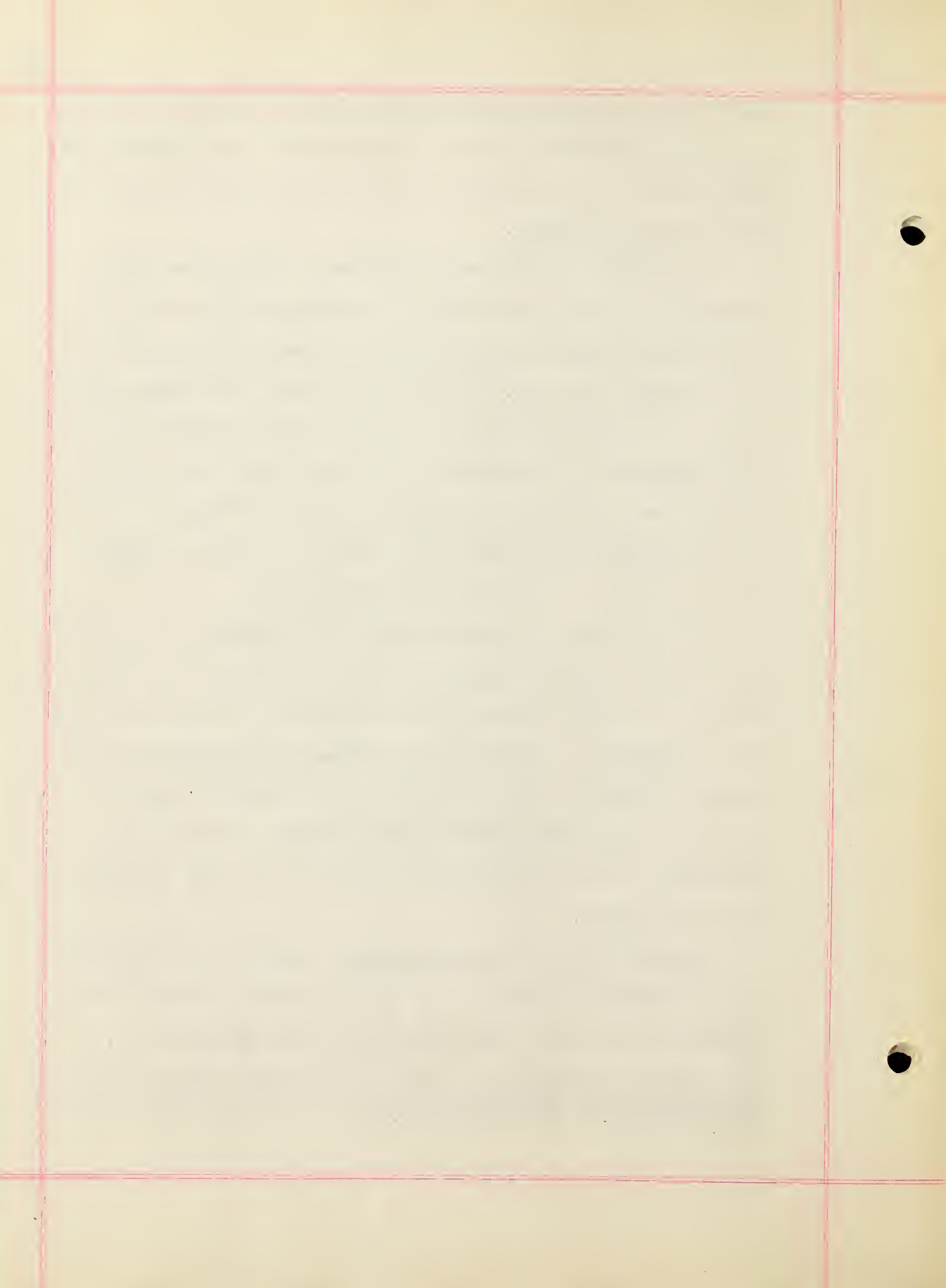
Spahr's^{2/} study of 15000 men in technical positions showed that practically none had been trained to be supervisors and technicians for industrial production, contractors, builders, plant operators, or for maintenance personnel. Since sixty per cent of the students that enter a four-year engineering course drop out before graduation to go into employment, it is important to give them training that is completed before they drop out. Spahr says that two to three men trained on the semi-professional level can be absorbed for every man needed who is a graduate of a four-year engineering course.

With this function properly conceived and executed, there should come out of the junior college men trained not as agricultural scientists but as farmers skilled in the application of science to the business of farming; men trained, not as engineers, but as highly skilled mechanics who are not slaves of machines but intelligent units in an industrial civilization; men trained not as clerks, typists, and bookkeepers, but as non-commissioned officers in the great adventure of modern business.

Educating for leisure-time functions.-- Because of our industrial age in mechanical possibilities, it becomes more and more obvious that

1/ Walter Crosby Eells. The Junior College. op. cit. p. 283-287.

2/ R. H. Spahr. "Engineering Education on the Junior College Level." Proceedings of the Tenth Annual Meeting of the American Association of Junior Colleges. (1929) p. 113-114.



most people are having, and will continue to have, much more leisure time than has been common in the past. It then becomes the duty of the schools to give training and arouse interests that will carry over into leisure time activities. This is particularly important for those who terminate their work at the end of the junior college years. The development of a population that can use its leisure time intelligently rather than be inactive or unsocially active is an important contribution the junior college should help to make.

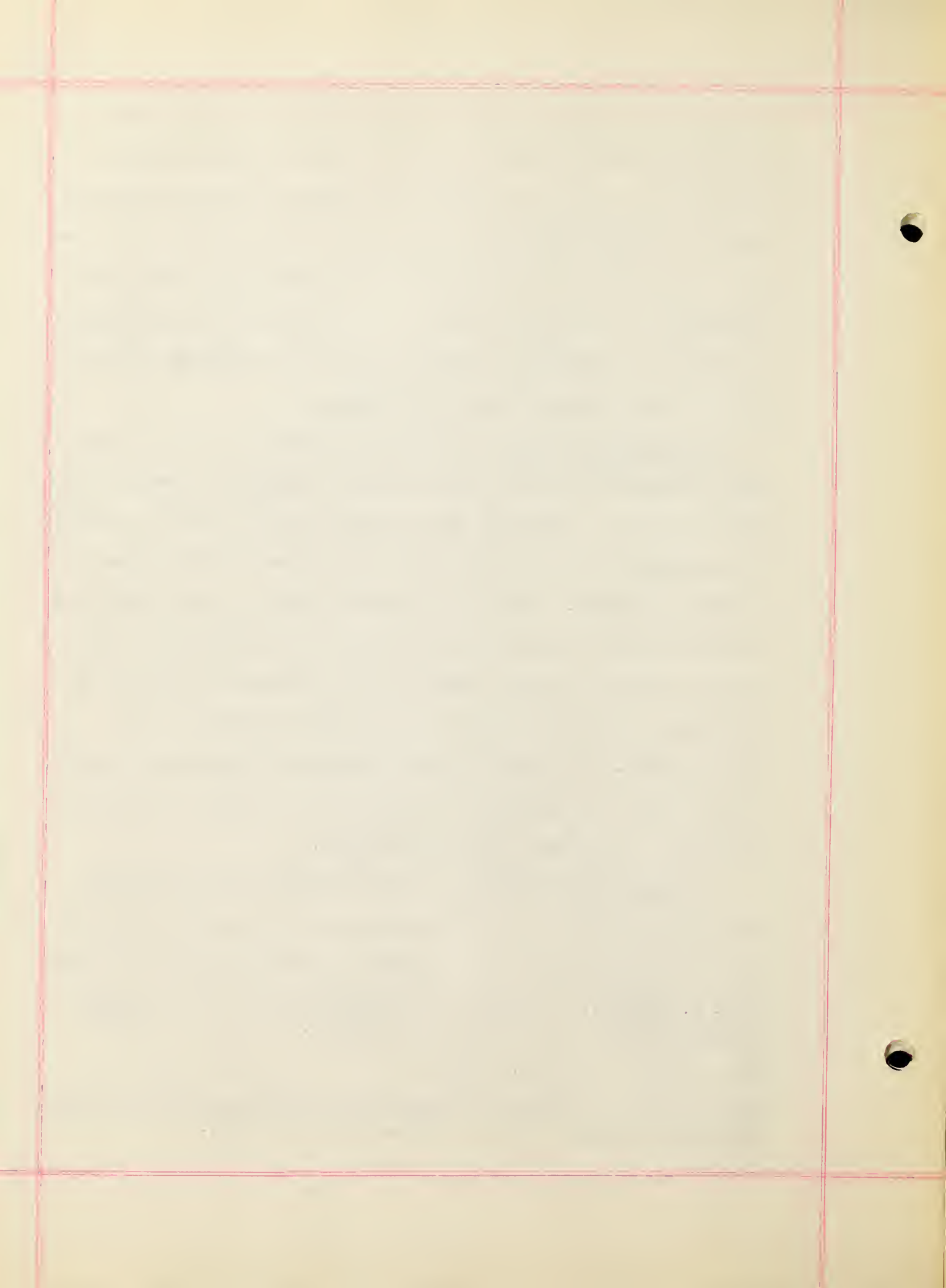
The guidance function.-- From figures already quoted, it is evident that there is need for educational and vocational guidance. Since junior colleges are generally small institutions,^{1/} they have an unusually good opportunity to guide effectively their students into the best curriculum or vocation. They can also be more useful to their students in the opportunities they offer for extra-curricular activities. To see that the graduate is a well rounded and well developed individual intellectually, physically, and socially should be the aim of every junior college. To attain this goal, the junior college must be ready to give helpful and intelligent guidance to its students in curricular, vocational, social, and physical experiences.

The popularizing function.-- Eells,^{2/} Holy,^{3/} and others have made studies which show that many students are attending junior colleges who would not have continued their education beyond high school if the jun-

^{1/} D. S. Campbell. "Directory of the Junior College," 1937. Junior College Journal, VII (January 1937) p.209-223.

^{2/} W. C. Eells. op. cit. p.230.

^{3/} T. C. Holy. "Criteria for Establishing Public Junior College." The High School Teacher, V (April 1929) p. 118-120, 133-134.



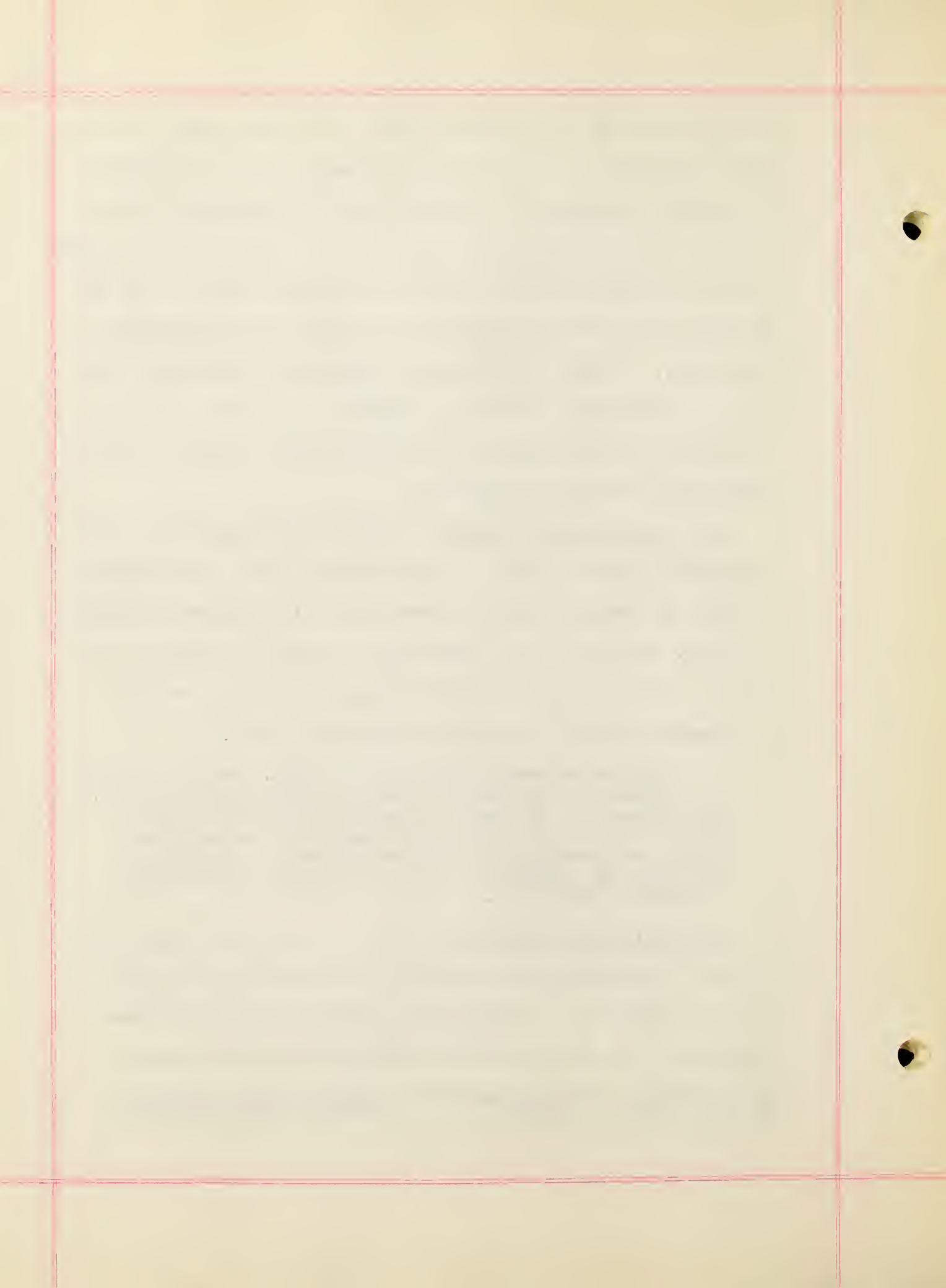
ior college had not been easily available. The usual reasons why high school graduates do not continue their education are due to geographic or economic conditions or to a lack of interest or ability in the traditional liberal arts and professional courses. Public junior colleges are being established in the cities and population centers. They can develop curricula that supplement the curricula of the universities exclusively. If they can bring public education for vocations, leisure, and citizenship to all whose interests, needs, aims, and abilities justify such offerings, at little or no tuition charge, they will truly become the "people's colleges."

The adult education function.-- We have many evidences that when opportunities are presented, our adult population will take advantage of them. The various extension courses and their popularity evidences this fact. Many of our high schools have visioned this need and are serving a host of interested adults throughout the land. The work of Cleveland College is perhaps an outstanding example.^{1/}

This new undertaking was started in 1925. By 1931 it had 187 instructors, 7,182 adult students and 559 semester classes. The students had all levels of previous education and represented every occupational level. Special courses and techniques were developed for these adult classes. Lecturing in particular was abandoned in favor of discussion leading and direction of activities.

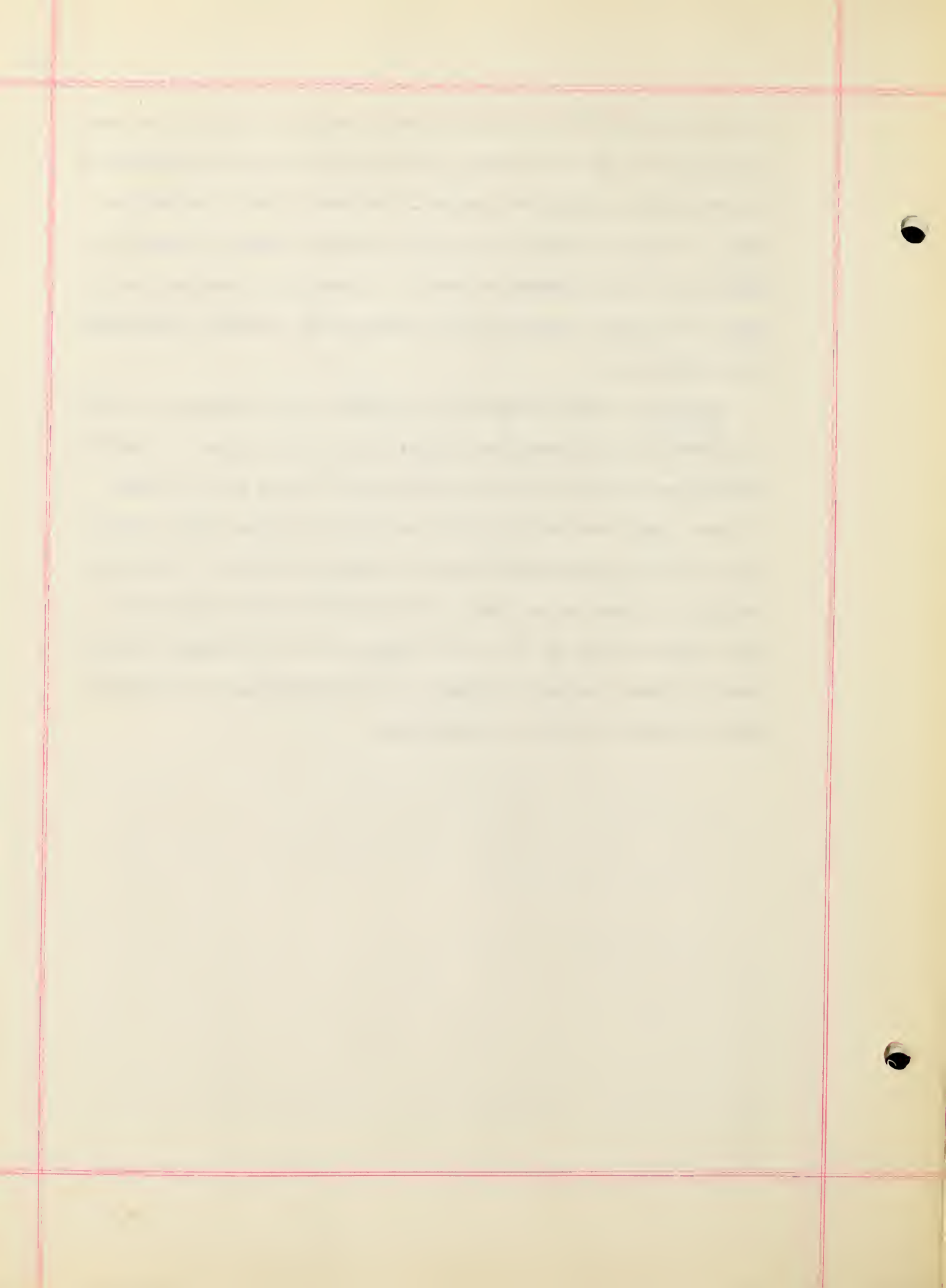
Recapitulation of functions.-- This list of eight functions will be found to cover any and all which have been suggested by the many writers, and is thus an inclusive one. Even a most elementary consideration of the junior college's possible program will result in

^{1/} A. C. Ellis, "Why Stop Learning?" Journal of Adult Education III (April 1931) p. 207-210.



the conception of it as an intelligent attempt to provide a new type of education to hosts of students which has not as yet been reached by our traditional educational program. One must vision it as an attempt to help solve many of the vital problems which are facing our democratic form of government today. It accepts the challenge of the times, and places a premium upon initiative and variation rather than upon conformity.

Summary.-- From the material presented in this chapter, it should be evident that the underlying forces which have produced the junior college reach far back into our educational program and philosophy and have found much fertile soil upon which to become firmly rooted. That it is by no means stabilized is strongly evidenced in the rapid changes which have taken place in its relatively short existence. While numbers alone may not be an indication of its strength, they at least indicate a general acceptance of the importance of the program which the junior college is presenting.



CHAPTER III

THE JUNIOR COLLEGE IN NEW ENGLAND

New England a frontier area.-- No geographical area of the country bears out the frontier features of the junior college quite so definitely as does New England. D. F. Graham is responsible for the following statement:^{1/}

If anyone doubts the frontier features of the junior college area, let him recall that one-fourth of the States of the Union have no public junior colleges; that there were only 213 public junior colleges in America in January, 1936; that the New England States with a population of over eight million, have no students in public junior colleges and only 1,994 in private institutions of the same type.

Contents of this chapter.-- This chapter presents a discussion of the beginnings, development, and present status of the junior college in New England. Statistical data and dates have been taken from several sources. A check list was prepared, (a copy of which will be found in the appendix, page 95) and sent to all known junior colleges of this area, their names having been obtained from State board documents and from the Directory of the Junior College, 1938.^{2/} For comparative purposes, data have been obtained from the directories which have been published in the January number of each volume of the Journal since 1931.

^{1/} D. F. Graham. "The Junior College--A Frontier Area." The Junior College Journal, VII, (November 1936) p. 72.

^{2/} Doak S. Campbell. "Directory of the Junior College, 1938." The Junior College Journal, VIII, (January 1938), p. 209.

For further authority as to dates, enrollment, and objectives, a study has been made of the latest issue of the catalogue of each of these institutions. Added information has also been received by correspondence and conferences with officials of several of these institutions.

New England States' definition of the junior college.-- Only two departments of education in New England have attempted to define the junior college. These two definitions are:

A junior college should aim to meet the needs of the community in which it is located, including preparation for higher institutions of learning; liberal-arts education for those who are going no farther than the two-year junior-college course; vocational training for particular occupations usually called semiprofessional vocations; and, where possible, short courses for adults as their interests and needs may determine. The junior college must function in offering university preparatory courses acceptable to degree-granting, approved, four-year colleges and universities without loss of time, and two-year liberal arts courses and semiprofessional and vocational courses which have terminal facilities of their own. (Connecticut.)

A junior college is an institution of higher learning which offers two years of work equivalent in prerequisites, scope, and thoroughness to the first two years of work at a recognized degree-granting college.

For its first year, a junior college may be accredited with instruction offered to a single class.

A junior college which wishes to be accredited may secure the necessary blanks from the State board of education. (New Hampshire)

Both of these definitions indicate that the junior college should present preparatory courses of semi-college grade. Connecticut, however, would have it perform several other functions as well, and thus more nearly approximates the nature of this organization in other sections of the country.

The New England Junior College Council, as far as could be determined, does not as yet attempt to define the junior college. The American Association of Junior Colleges of which most of the New England

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junior colleges are members maintains that the junior college in its present development comprises different forms of organizations: First, a two-year institution embracing two years of standard collegiate work as defined above and integrated with one or two continuous years of fully accredited high-school work administered as a single unit; Second, to be accredited, it should have at least fifty students in its two upper years; Third, the two-year curriculum should be equivalent in prerequisites, methods, and thoroughness to that offered in the first two years of an accredited four-year college.

Historical development.-- In attempting to present an accurate history of the establishment of the junior college in New England, the writer found much variance as to dates. The sources consulted were: (1) the "Directory of the Junior College, 1938" as compiled by Doak S. Campbell which appeared in the January 1938 issue of The Junior College Journal; "Junior Colleges, Bulletin, 1936, Number 3," United States Department of the Interior; (2) the returned check lists sent to all junior colleges; and (3) the latest catalogues of the New England Junior Colleges. In many instances, there was no agreement among the above sources, and discrepancies were found even between statements in the catalogue and date recorded in the check list. Undoubtedly some of the confusion comes from the fact that many of these institutions are outgrowths of private academies in which post secondary work was given even before the junior college unit was established.

The following examples will indicate some of these variances. The 1938 directory lists Bradford Junior College as being organized as a junior college in 1902; Bulletin, 1936, Number 3 also gives the same

date; and yet in the check list returned, the Director of Admissions and Registrar states that Bradford was organized as a junior college in 1934. The following statements in the latest issue of Bradford's catalogue explains the discrepancy: ^{1/}

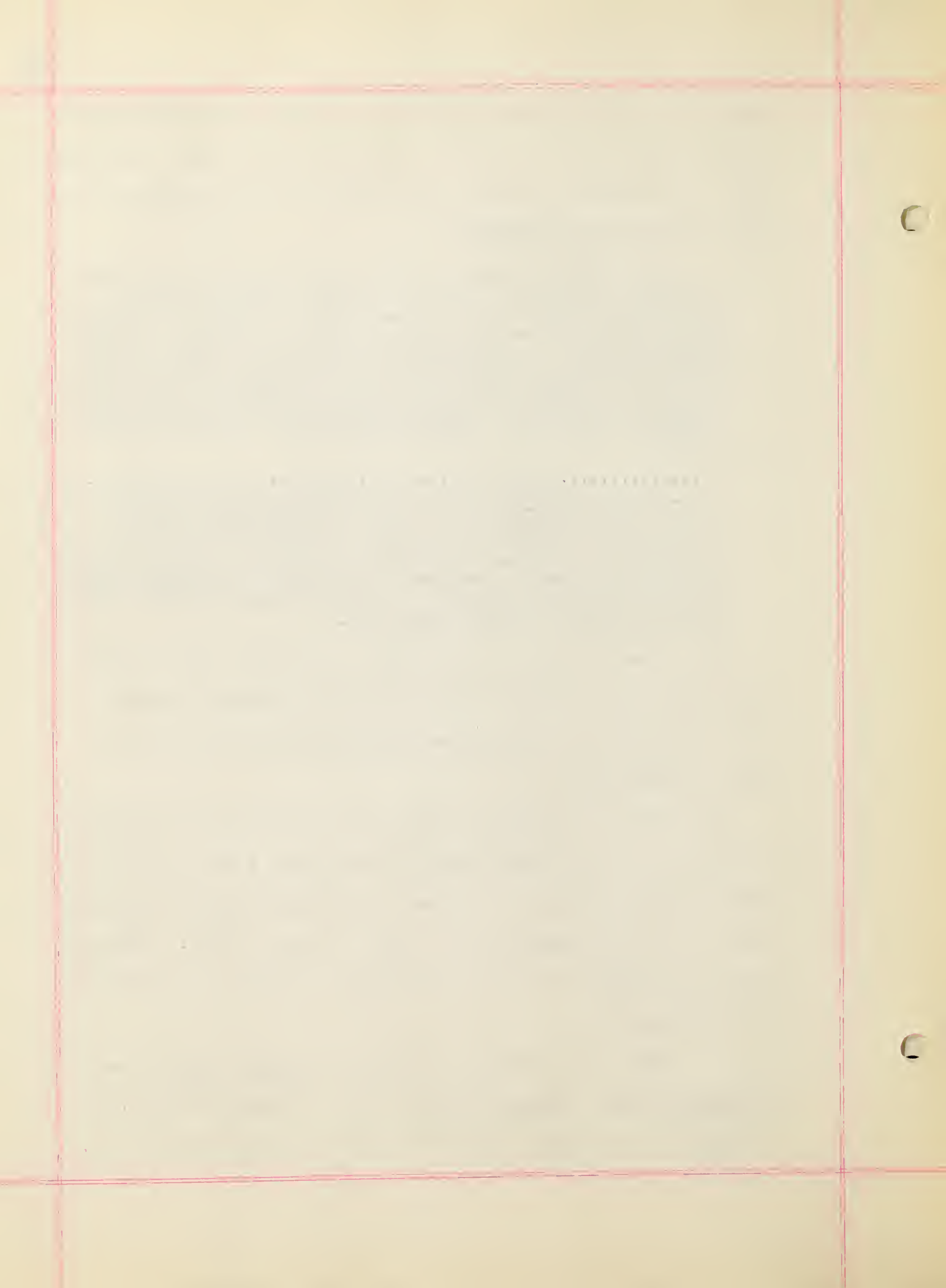
New England academies did not originate primarily as schools preparing for college, but were intended to afford students a cultural education. From very early times, Bradford has provided more advanced courses than those available in secondary schools. By 1902, during the principalship of Miss Laura A. Knott, Bradford was offering, in addition to college preparatory and general courses, a two-year educational program definitely designed for high-school graduates. This was the genesis of Bradford Junior College.

.....
Finally, in 1932, such a preponderance of the enrollment was in the junior college division that the Massachusetts General Court, at the request of the trustees and upon the recommendation of the State department of education, officially changed the name of Bradford Academy to Bradford Junior College. Two years later, further increases in the college division caused the trustees to abandon entirely the preparatory work.

Thus, Bradford is the first academy in the East to have evolved fully into a junior college admitting only girls who have finished their high-school or preparatory-school work and providing two full years of college work.

The 1938 directory states that Lasell Junior College was organized as a junior college in 1851; Bulletin 1936, Number 3 does not list the date of organization; while the check list from the assistant registrar gives the year of organization as a junior college as 1932. Statements from the catalogue of this institution help to explain these seemingly variant dates. ^{2/}

Lasell Junior College was founded in 1851 by Edward Lasell,
^{1/} Bradford Junior College Bulletin, VI, No. 1 (January, 1938) p. 22.
^{2/} Lasell Junior College, eighty-fifth annual catalogue, 1937, p. 11.



Professor of Chemistry at Williams College, as a school of the first rank for the advanced education of young women. In 1921 the school was transferred from private ownership to a new corporation organized under the law governing non-profit educational institutions, and in 1932, the name of the school was changed by legislative action from "Lasell Seminary" to "Lasell Junior College."

While all sources are in complete accord with respect to the date of organization of Goddard Junior College, 1935, it is interesting from a historical viewpoint to find the following paragraph in the 1937 catalogue.^{1/}

It is to be noted that in the original charter granted by the Vermont legislature in 1863, the trustees of the corporation were authorized and empowered to grant such degrees to its women graduates as are usually granted by the best colleges for women. Thus the school is now executing a mission conceived by its founders three-quarters of a century ago.

It is not difficult to understand, in the light of the above statements, that various lists as presented by different authors may vary to some extent. Based upon the information received from all sources, Table 1 records the number of junior colleges established by years with cumulative totals. As it has been indicated previously, this list includes only those institutions organized on the two-year junior college unit plan. No one-year junior colleges are considered.

The median date of establishment in New England is 1927, while the median date for the country as a whole is 1915.^{2/} This fact is another indication that the junior-college movement has been retarded in this area. Table 1 also further indicates that progress has been slow but steady throughout the last two decades.

^{1/} The Goddard Bulletin, 11, No. 2 (January, 1937) p. 5.

^{2/} Walter J. Greenleaf, Junior Colleges, Bulletin, 1936, No. 3.
United States Department of the Interior, Office of Education, p. 42.

Table 1. Dates of Establishment of New England Junior Colleges

Year	Number of Junior Colleges Established	Cumulative Total	Year	Number of Junior Colleges Established	Cumulative Total
(1)	(2)	(3)	(1)	(2)	(3)
1851	1 ^a	1	1928	1	11
1902	1 ^b	2	1929	1	12
1911	1	3	1931	3	15
1920	1	4	1932	1	16
1922	1	5	1933	2	18
1925	2	7	1934	1	19
1926	2	9	1935	2	21 ^c
1927	1	10	1936	1	22

(a) Lasell Junior College

(b) Bradford Junior College

(c) Three junior colleges not included because no dates were given.

Types of junior colleges in New England.-- The junior colleges of this area have not as yet reached the point either in number, size, nature of control or other characteristics to allow of as many types as are found in other sections of the country. Table 2 presents the more important types as they exist today, though other classifications might be considered. Several of the junior colleges reporting state that while they are not controlled denominationally, they are affiliated with a certain church. Two report such affiliation to be with the Baptist denomination, one with the Methodist. In two instances only, are there junior college divisions in liberal arts colleges in this section and both of them, Boston College and Northeastern University, are in Massachusetts. While in the West many of the leading institutions are organized with a lower division, such departmental organization is

rare here, the above mentioned exception proving the rule. The recently established experimental group at Boston University School of Education, while not conforming entirely with this type of institution,

Table 2. Types of Junior Colleges in New England with Numbers of Each by States.

Types	Connect- icut	Maine	Massa- chusetts	New Hamp- shire	Ver- mont	Totals
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<u>By method of control</u>						
Private	8	1	9	3	1	22
Denominational	0	1	0	0	2	3
Public	0	0	0	0	0	0
<u>By sex admitted</u>						
Coeducational	1	1	1	0	3	6
Men only	2	0	2	1	0	5
Women only	4	1	6	2	0	13
Information lacking	1					1
<u>By length of course</u>						
Two years	5	2	7	2	1	17
Four years	2	1	2	1	1	5
Information lacking	1				1	3
<u>By size of enrollment^a</u>						
1-100	4	1	2	1	1	9
101-200	2	0	4	1	0	7
201-300	0	1	1	1	1	4
301-399	1	0	2	0	0	3
Information lacking	1	0	0	0	1	2

(a) Enrollments figures were taken from the 1938 Directory of Junior Colleges.

may well be considered to be closely allied with it in form and function. (This special group will be discussed later in the chapter). The absence of the public junior college in New England may account in part for the absence of a corresponding division in the New England univer-

sities.

In the data presented in Table 2, the following outstanding pertinent facts should be noted:

1. There are no public junior colleges in New England at the present time.
2. The junior college for women only, far outnumbers the coeducational and men's institutions.
3. The two-year organization is the one most generally set up in this area.
4. The junior college is still a relatively small institution in New England.

Changes in the status of the junior colleges of New England.--

While throughout the country there have been many changes taking place in the status of the junior colleges, the New England area has been rather free from such conditions. The only junior college in New England to be reported definitely closed is the Manchester Junior College of Manchester, New Hampshire, founded in 1932, and closed in 1934. This college was organized at a time when the depression was at its worst, and, hence, when a number of the high school graduates of that city were unable to go to college or to find work. As conditions improved, it was abandoned. The organization did not have money enough to hire a director, and the students could not afford to pay enough tuition to support the scheme. There were not over forty students enrolled either year. Louis P. Benezet, Superintendent of Schools in that city, states that he should be glad to see it revived if someone had the time and the energy to do it, but just at present he can see no immediate pros-

pect.

Edwood Park of Greenwich, Connecticut, is listed in the Directory of Junior Colleges as a private junior college for women, organized in 1932. A communication under date of February 4, 1938, states that Edgewood Park is not a junior college.

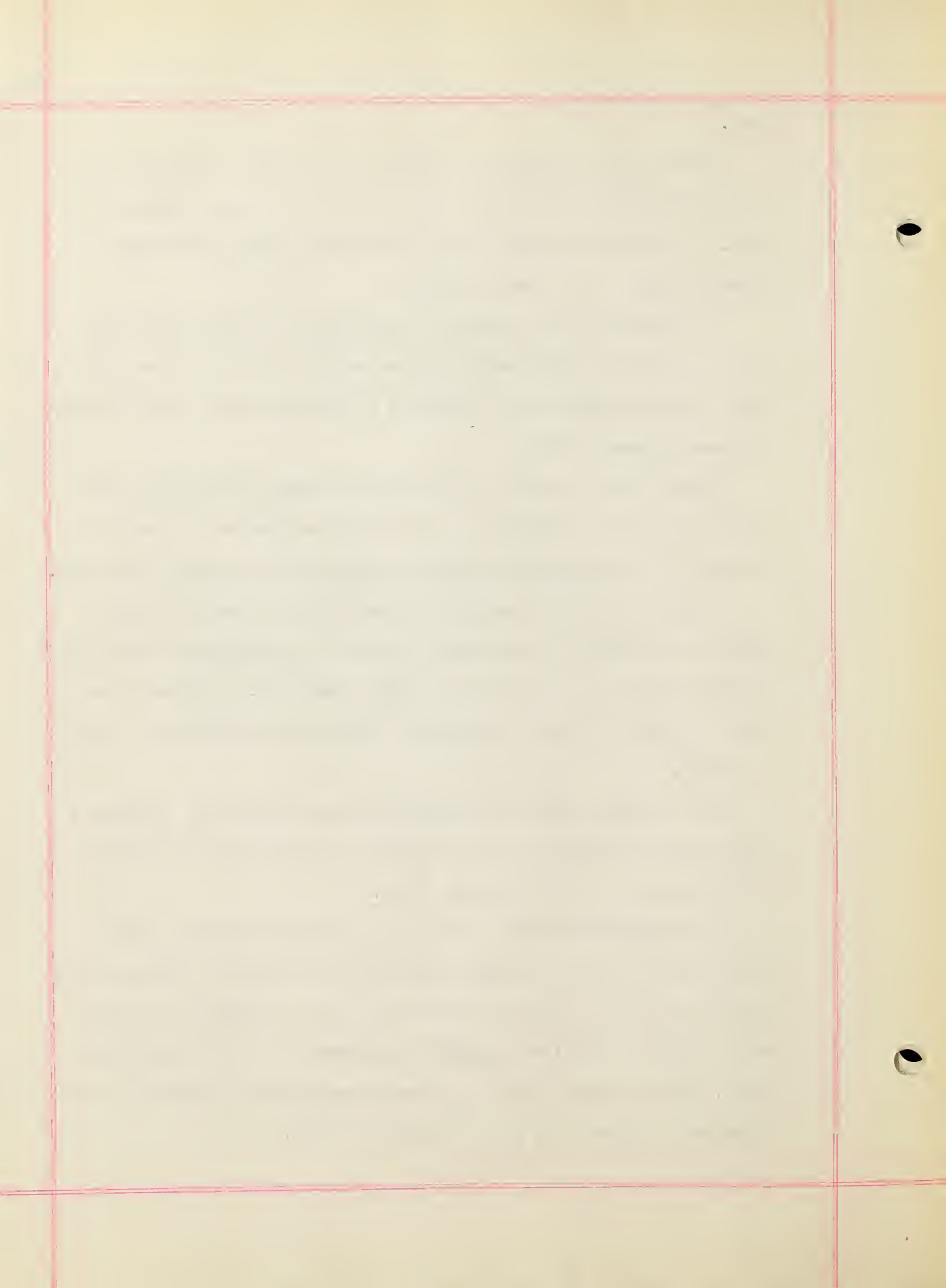
The Weylister Junior College of Milford, Connecticut was listed in the Directory of 1932 but has not appeared in the list since that time. The information given indicated it to be a private junior college for women founded in 1927.

Kendall Hall, a private institution for women, appeared for one year, 1931, on the official list but since that time has not been reported. It is at the present time a private secondary school for women.

Webber, of Boston, Massachusetts, according to the Directory of 1937, was a private junior college for women. A communication from the Director under date of February 19, 1938, states, ".....Webber is not a Junior College but rather a College of Business and Finance in a class by itself."

East Greenwich Academy of East Greenwich, Connecticut, received a junior college rating from 1932 to 1935, but has since that time confined its work to its preparatory level.

Four New England junior colleges have added two years of senior college work to their offerings and now have the status of degree-granting institutions. Atlantic Union College, South Lancaster, Massachusetts, was so reorganized in 1934; while Masson College, Springfield, Maine, Larson College, New Haven, Connecticut, and St. Joseph College, Bloomfield, Connecticut, made the change in 1935.

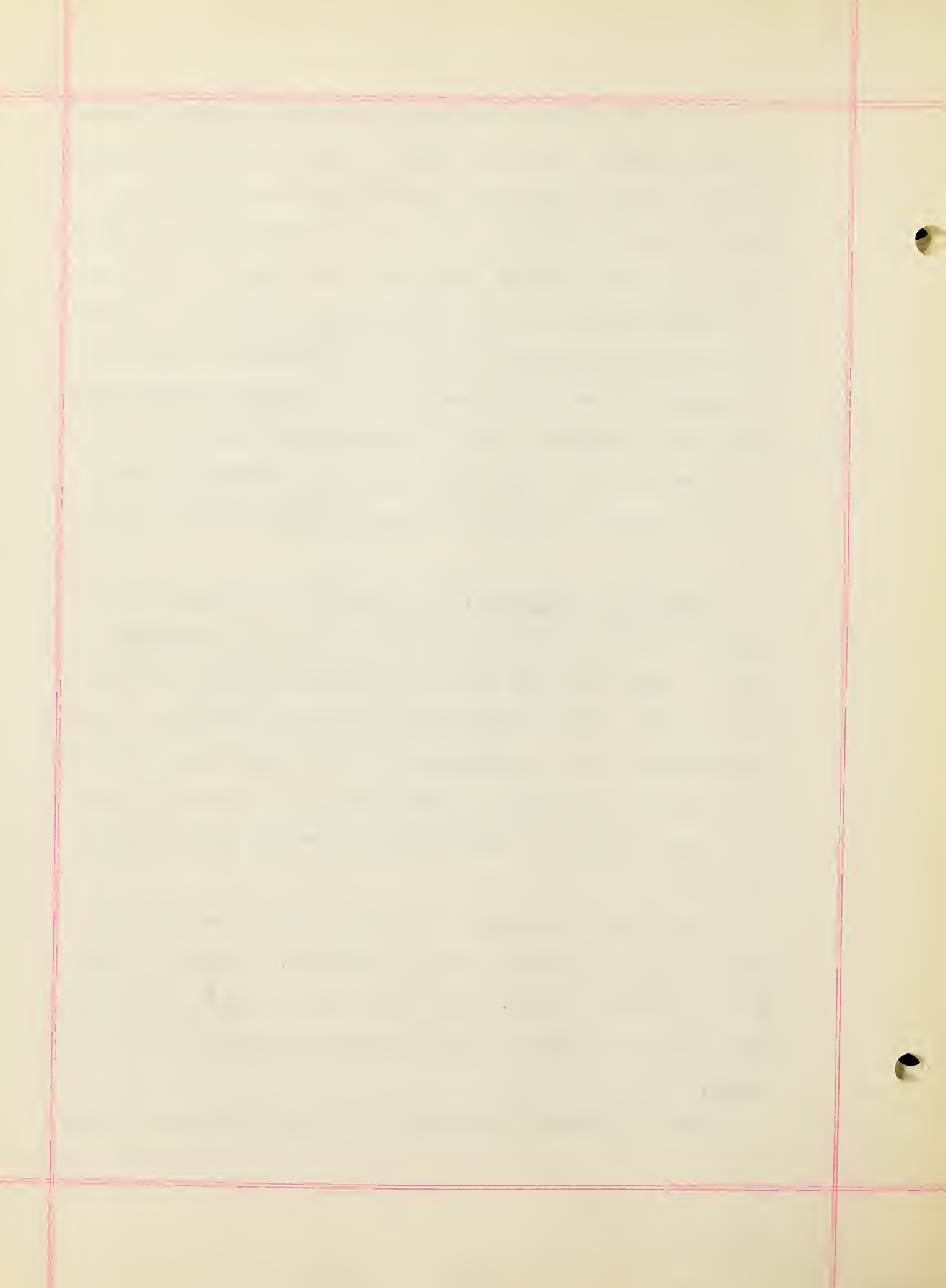


In sections outside of New England, there have been other changes such as the merger of two or more junior colleges, senior colleges dropping work to become junior colleges, and normal schools which have scheduled junior-college programs. No such reorganizations have taken place in New England, however, and except for the possibility of normal schools changing to junior colleges, there appears to be very little chance that such change in status will be necessary or expedient. The strength and tradition of the New England colleges and universities preclude the possibility of any of them dropping the last two years work to become junior colleges, and the location and number of junior colleges at present do not seem to suggest mergers as being of advantage.

Geographical distribution.-- The twenty-five junior colleges included in this study are scattered through five of the New England states. Massachusetts and Connecticut stand at the head of the list with nine each. There are four found in Maine, and three each in New Hampshire and Vermont. Rhode Island, as it has already been indicated, does not have a single junior college unit within its borders. The map on page 43 (Figure 1) shows the location of each junior college in this area.

A study of the map reveals large areas of New England which are not yet adequately served by the junior colleges. The state of Maine is the outstanding example. Undoubtedly, as public junior colleges are established in New England, a better geographical distribution will result.

Table 3. serves not only as a key to Figure 1, page 43, but gives



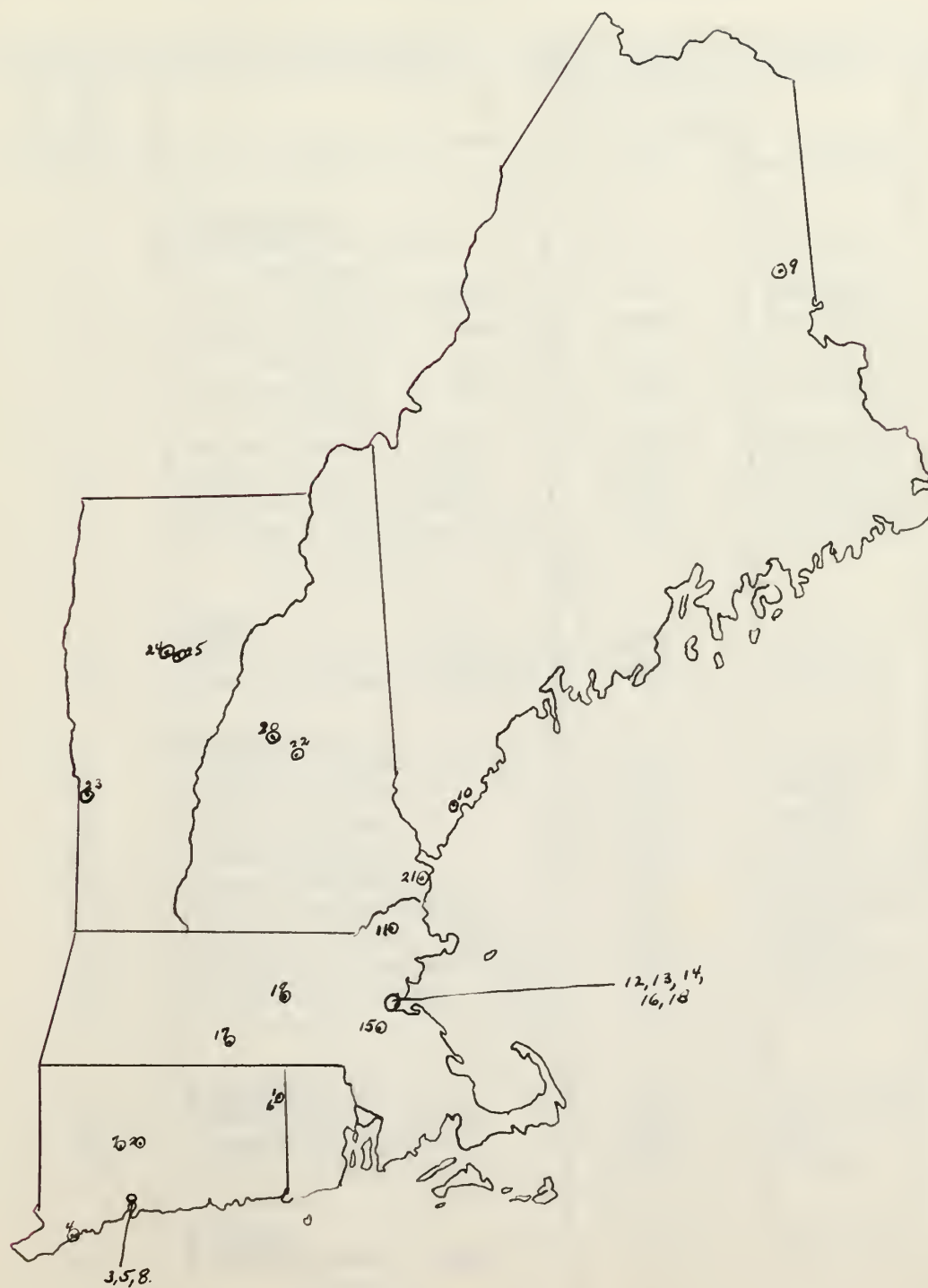


Figure 1. Location of junior colleges in New England, 1938.



further detailed information for each junior college in New England.

Table 3. Name, Date of Organization, Location, and Agencies Now Accrediting the New England Junior Colleges.

Key Number on map (p. 43)	Name of Institution	Date Organ- ized as Jun- ior College	Location	Accre- dita- tion
(1)	(2)	(3)	(4)	(5)
	<u>Connecticut</u>			
1	Marionapolis Junior College	1931	Thompson	D
2	Hillyer Junior College	----	Hartford	--
3	Junior College of Com- merce	1929	New Haven	AD
4	Junior College of Con- necticut	1933	Bridgeport	ABDE
5	Larson Junior College	1933	New Haven	ADU
6	Marot Junior College	1922	Thompson	AD
7	Miss Porter's School	----	Farmington	--
8	New Haven Y.M.C.A. Jun- ior College	1935	New Haven	AD
	<u>Maine</u>			
9	Ricker Junior College	1926	Houlton	ADUE
10	Westbrook Junior College	1925	Portland	DUE
	<u>Massachusetts</u>			
11	Bradford Junior College	1902	Bradford	AN
12	Burdett College	1925	Boston	--
13	Erskine School	1920	Boston	--
14	Garland School	1932	Boston	A
15	Howard Seminary	1927	Bridgewater	--
16	Lasell Junior College	1851	Auburndale	AE
17	Nichols Junior College	1931	Dudley	D
18	Pine Manor Junior College	1911	Wellsley	A
19	Worcester Y.M.C.A. Insti- tute	1926	Worcester	--
	<u>New Hampshire</u>			
20	Colby Junior College	1928	New London	ADEU
21	Stoneleigh College	1934	Fye	----
22	Tilton Junior College	1936	Tilton	ABDU
	<u>Vermont</u>			
23	Green Mountain Junior College	1931	Poultney	AE
24	Goddard Junior College	1935	Barre	U
25	Vermont Junior College	1936	Montpelier	D

66

The following code is used in column 5, Table 3, page 44.

A-- The American Association of Junior Colleges

P-- The New England Junior College Council

D-- The State Department of Education

E-- The New England Association of Colleges and Secondary Schools

U-- The State University

Size of New England junior colleges.--As it has been indicated previously, the New England junior college shows much variation in size, ranging from one institution which reports only 15 students to Burdett College with an enrollment well over four hundred. Two others have enrollments of over three hundred,--namely, New Haven Y.M.C.A. Junior College, and Lasell Junior College. The median enrollment for 1936-37 taken from the 1938 Directory is one hundred twenty-one students, while the average enrollment is one hundred thirty-one.

Retention of students in the junior college.-- In an attempt to determine the holding power of the junior colleges in New England, enrollment data were requested from these institutions for the last five year period. Eight junior colleges responded, giving complete enrollment data for each year of the last five. Four others gave enrollment statistics for the college years 1936-37 and 1937-38, these being the only two years they have been organized as a junior college. Because of the labor and time entailed in filling out this part of the check list, some of the junior colleges did not make a report on this section of the inquiry. Under the assumption that it was the fairest method, the procedure followed in each case was to compare the sophomore enrollment of each year with the freshman enrollment of the

previous year. Because the freshman enrollment may include special students, mid-year entrants, and other unclassified students, this method doubtless is not entirely valid. It is possible, too, that some students classified as freshmen one year may be classified as freshmen again the next year. Table 4, then, means that at least the percentage of students indicated returned, and perhaps more. While this table includes but eight junior colleges, it is undoubtedly a fair picture of the general condition; for both small and large junior colleges (i.e. large as New England junior colleges go) have been included, as well as men's, women's, and coeducational institutions. These eight colleges further represent sampling from each of the five states in New England in which junior colleges are located. Thus they are representative of the whole area.

Table 4. Analysis of Enrollment in Eight New England Junior Colleges^{a/}
(1933-34 to 1937-38).

Year	Freshmen	Sophomores	Per cent which column (3) is of column (2)
(1)	(2)	(3)	(4)
1933-1934	571	274	----
1934-1935	556	389	68
1935-1936	735	383	69
1936-1937	764	500	68
1937-1938	794	572	75

a/ Junior Colleges included--Marianapolis Junior College, Connecticut; Lasell Junior College, Massachusetts; Bradford Junior College, Massachusetts; Junior College of Commerce, Connecticut; Nichols Junior College, Massachusetts; Pine Manor Junior College, Massachusetts; Ricker Junior College, Maine; and Colby Junior College, New Hampshire.

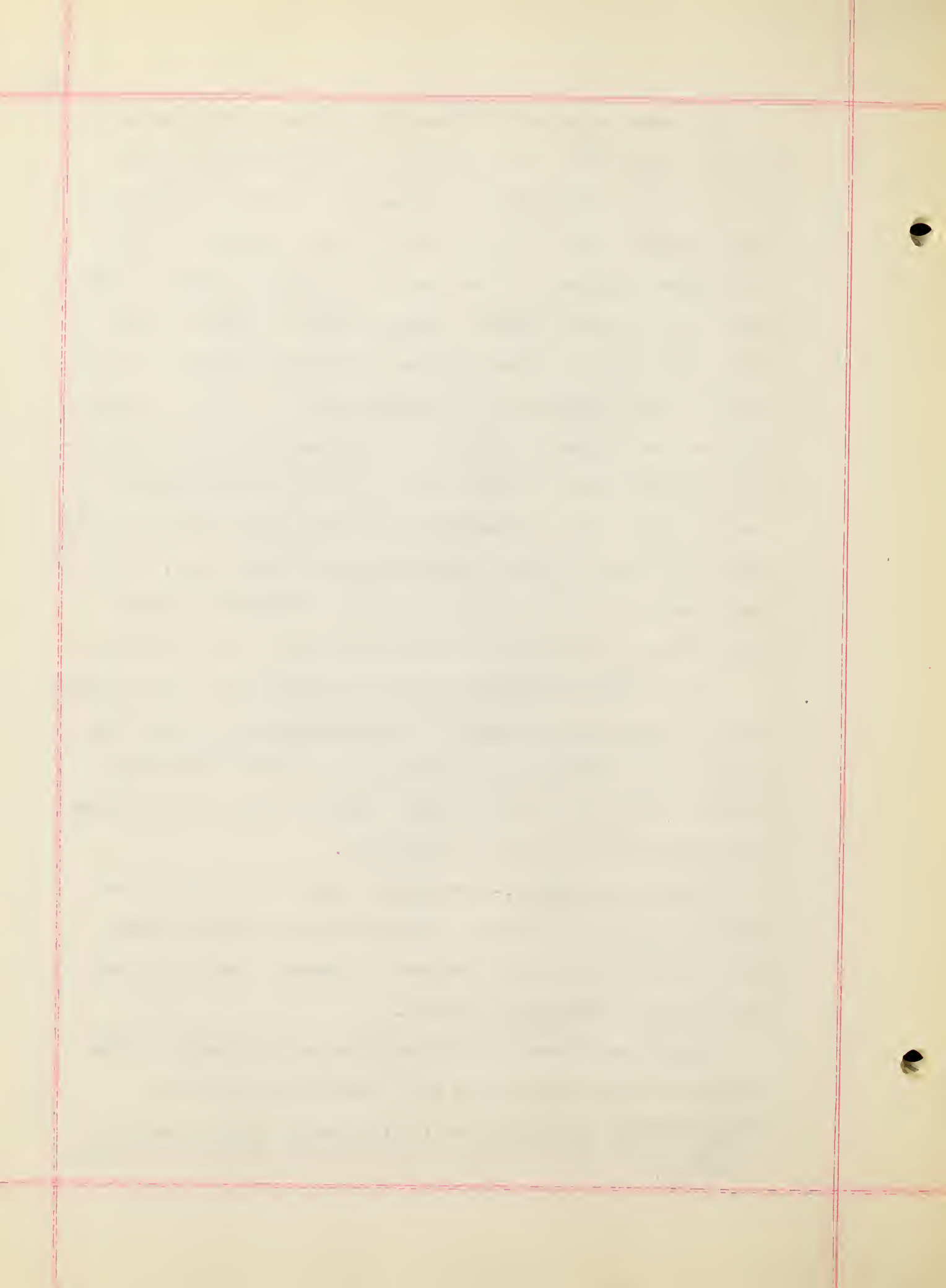
Four other junior colleges^{1/} came into existence during the last two years represented, or reported only for those years. When the data from these institutions are considered in addition, the last percentage increases slightly; for, of 881 freshmen registered in these institutions in 1936-37, 663 returned as sophomores in 1937-38. With exception of one year, 1936-37, there has been an increase each year in the holding power of these colleges. It must be remembered, however, that these figures are only approximations of the truth, because as it has been pointed out before, it is impossible to tell to what extent identical students are dealt with in the two different years. A clearer picture could be presented if a study was made which would take into account the individual student, not annual totals alone. It is evident, however, in spite of these possible discrepancies, that the holding power of the New England junior colleges is relatively high.

Another condition affecting the holding power of the junior colleges which needs at least some comment is the fact that some of their students are transferring to senior colleges at the end of their freshman year. During the five year period covered in Table 4, 95 students were reported as having made such transfers.

Graduation statistics.-- The Junior College Directory does not report the number of graduates. Information was received, however, from six junior colleges with reference to number of graduates, and the results are summarized in Table 5.

Assuming that these six junior colleges are fair samples of the New England junior colleges as a whole, more than 90 per cent

^{1/} Vermont Junior College, Vermont; Tilton Junior College, New Hampshire, Goddard Junior College, Vermont; Larson Junior College, Connecticut.



of the enrolled sophomores graduate at the end of their course in junior college.

Table 5. A Comparison of the Number of Graduates and Number of Sophomores Enrolled in Six Junior Colleges. (1933-34 1936-37).

Year	Graduates	Sophomores	Per cent of sophomores graduated
(1)	(2)	(3)	(4)
1933-1934	167	199	84
1934-1935	272	296	92
1935-1936	264	284	93
1936-1937	352	384	92
		Average	90

a. Marianapolis Junior College, Connecticut; Bradford Junior College, Massachusetts; Junior College of Commerce, Connecticut; Nichols Junior College, Massachusetts; Pine Manor Junior College, Massachusetts; Colby Junior College, New Hampshire.

Number of junior college graduates who transfer to senior colleges.

Six junior colleges reported with reference to the number of their graduates who have continued their education beyond the two years in their own institutions. Table 7 gives a summary of the data received.

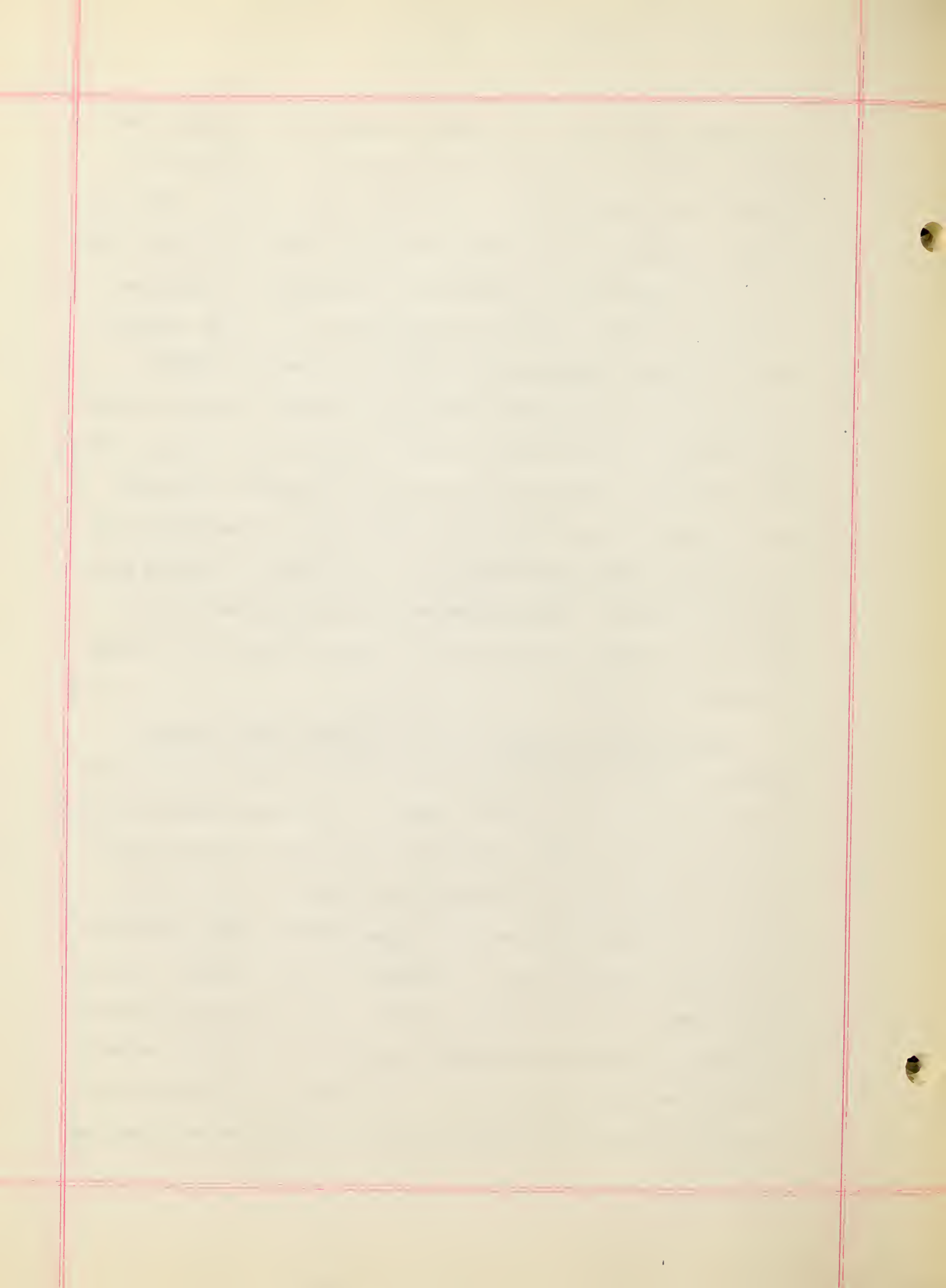
Table 6. What per cent of junior college graduates transfer to senior colleges?

Year	Number of graduates	Number transferring to senior colleges	Per cent of graduates transferring
(1)	(2)	(3)	(4)
1933-1934	167	57	34
1934-1935	272	73	27
1935-1936	264	64	24
1936-1937	352	84	24
		Average	27

These figures seem to show that the preparatory function of the junior college is of value and importance even in a section of the country where there are strong traditional senior colleges. While the average percentage of transfers of this type is but 27, a further analysis of the figures from the individual colleges makes it more significant. Included in these six institutions are two whose curricula are chiefly along business administration lines, namely, Nichols Junior College, and the Junior College of Commerce. These institutions have had but very few students transfer to institutions of higher learning. During this four year period, their total number of transfers has been only 12 from a total of 203 graduates. This represents only six per cent of their graduates who have transferred. Thus, the preparatory function or objective assumes real value and importance in those colleges whose curricula are of a general rather than a specialized nature.

The curricular offerings of the New England junior college.--

Information was requested with reference to the subject matter courses in three types of curricula only, namely: (1) two-year terminal courses in preparation for middle-level (semi-professional) occupations; (2) academic subject fields in preparation for further study at senior colleges or universities; and (3) two-year terminal courses representing general cultural education as opposed to specialization. Tables 7 and 8 summarize the total number of hours in each course of the first two curricula as well as the number of students electing each subject in the three fields. In the case of the third type of curricular offerings, only two of the colleges listed any subject matter in terms of



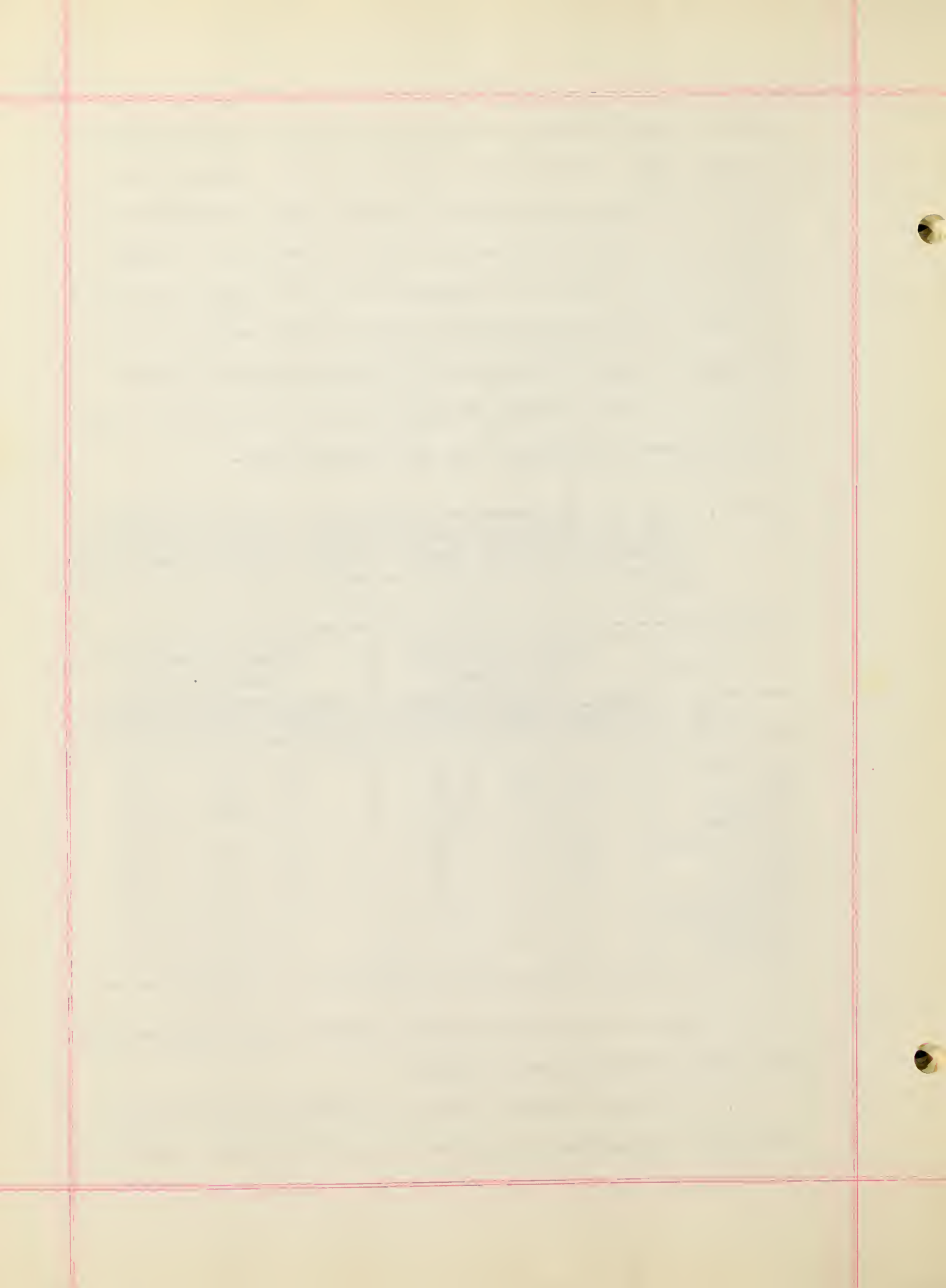
general cultural education separately. Both of these institutions were for women only. The following courses were listed: family relationships, home nursing, home management, musical theory, introduction to science, and vocal and instrumental music. Several of the colleges state that they make no differentiation in courses designed for transfer credit and those concerned with general cultural education. Undoubtedly, the same attitude exists in those colleges which did not fill in this section of the check list or, as in some cases, those who simply reported no courses of this nature were offered.

Table 7. Total Number of Semester Hours Offered of Two-year Terminal Courses in Preparation for Middle Level (semi-professional) Occupations and Total Number of Students Electing Each Course in Seven New England Junior Colleges. (1929-30, 1933-34, 1936-37).

Course	Number of Semester Hours Offered			Number of Students Electing Course		
	1929-30	1933-34	1936-37	1929-30	1933-34	1936-37
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Agriculture	--	1	1	--	--	32
Art	17	39	52	39	151	180
Commercial subjects	130	206	362	97	427	616
Home Economics	65	61	58	22	29	30
Music	16	8	7	11	11	14
Expression	0	6	3	9	5	7
Business Administration	0	56	81	--	18	30
Education	1	5	6	0	0	0

An analysis of the data presented in Tables 7 and 8 indicates that the following deductions may be drawn:

1. The two-year terminal courses in preparation for the middle-level (semi-professional) occupations are but few in number. The pre-



dominant courses in terms of the number of semester hours offered and the number of students electing the courses are those of a commercial nature.

Table 8. Total Number of Semester Hours and Total Number of Students' Election for Each Course in Academic Subject Fields in Preparatory Work for Further Study at Senior Colleges or Universities in Seven New England Junior Colleges. (1929-30, 1933-34, 1936-37)

Subject (1)	Number of Semester Hours Offered			Number of Students Electing Subject		
	1929-30 (2)	1933-34 (3)	1936-37 (4)	1929-30 (5)	1933-34 (6)	1936-37 (7)
Ancient Languages	30	39	30	19	16	52
Modern Languages	116	182	229	147	416	500
English	101	148	192	250	706	1189
Mathematics	43	50	88	37	75	123
Science	52	78	139	65	273	524
Social Studies	105	108	162	252	333	515
Psychology	12	24	26	80	150	481
Business Administration	--	121	126	--	325	473
Music	--	33	18	--	63	38
Religion	--	12	12	--	27	50
Bible	4	4	4	75	71	109
Ethics	6	3	--	75	30	--

2. Home economics finds a place near the top of the list of terminal courses as far as number of semester hours offered is concerned, but gives way to art, much of which is commercial in nature, when the number of students electing the course is considered.

3. All three of the above-mentioned terminal courses have shown a decided increase in both number of courses offered and student election during the college years indicated.

4. In the academic subject fields, the junior colleges of New England are presenting preparatory work mainly in the fields of language and literature, mathematics and science, and the social studies. To a great extent, then, they are simply duplicating the subject fields of the senior colleges.

5. The ancient languages are limited in both semester hours offered and number of students electing them.

6. English, as one would expect, receives chief consideration from both angles, although it is closely followed by both the modern languages and the social studies.

7. There is a steady expansion indicated in all major fields, particularly in the number of semester hours of work offered.

8. Business administration appears to be given at least some consideration as a transfer subject as well as a terminal course.

9. The major emphasis of the New England Junior College in curricular offerings is on a liberal arts basis with the exception of the specialized institutions of Business Administration and Commerce.

A new experimental college in New England.-- This study of the present status of the New England junior college would not be completely up to date without a mention of the experiment being tried at the Boston University School of Education. While this experimental group of 25 students is not called a junior college organization, it so closely follows the functions and ideals of this unit that it is included in this study. In June 1937, under the guidance of Dean Jesse E. Davis of this school, an experiment was started under the title of "A New Two-year Curriculum and a New Plan of Entrance." The curriculum

extending through the freshman and sophomore years is made up as follows:

1. A "core" curriculum extends through the two years and counts as ten hours each semester. It is an integrated course for all students, called "American Civilization." Its outline is based upon American history, including its literature, philosophy, art, and music; the application of science; and the contributions of other peoples to its culture.

2. The remaining program of the student is a matter of individual guidance. The students' educational background, determined largely by the achievement level reached in high school work, together with the results of various tests for interests, aptitudes, and special abilities are all used to determine which subjects may be elected in the departments of the university which are cooperating with this experimental group.

Admission to the curriculum is limited to a small group and is necessarily highly selective in nature. Candidates must present a transcript of a secondary school record and certificate of graduation. While no definite pattern of subject matter is required, a high standing in scholarship is necessary. A satisfactory recommendation must be received from the high school authorities with reference to the pupil's character, qualities of leadership, and general ability.

For further consideration in determining admission, a scholastic aptitude test, a test in English composition, a test for reading comprehension, and a personality test are required of each applicant. All evidences of fitness to profit by study at the college level will be considered by the committee on admissions before the student is accepted.

A careful guidance program is followed to aid in discovering special abilities, aptitudes, and interests. This results in each student concentrating upon such studies as he may be most likely to master. Two such studies will supplement the "core curriculum" heretofore described.

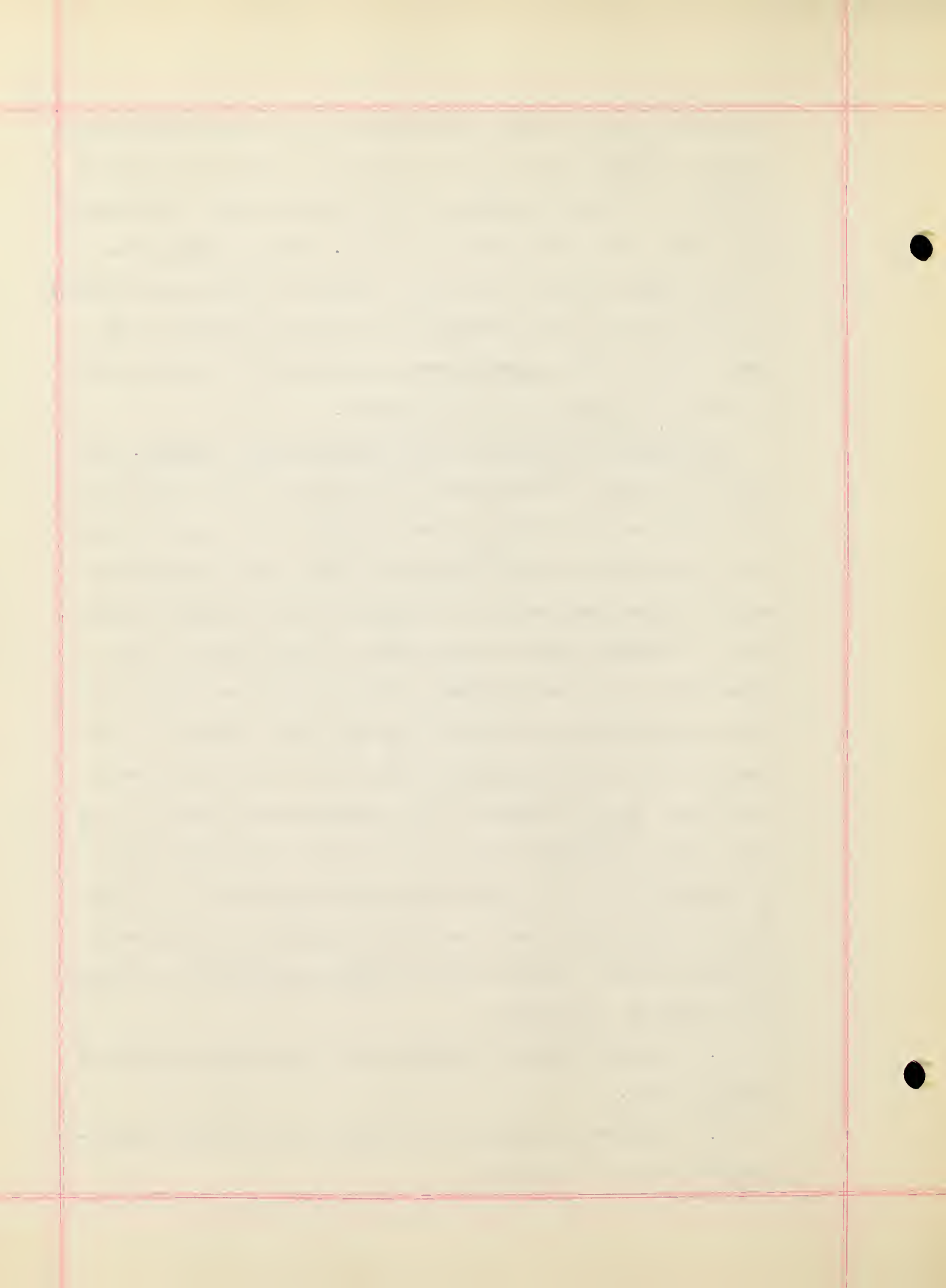
Students completing the courses in this curriculum will be given an individualized certificate or diploma upon which will be indicated the work done. Students who have completed this new curriculum and who have proved their ability to profit by further study at a higher level may be admitted to certain departments as candidates for a degree if their programs of study are considered acceptable to such departments.

Such an experiment will be followed with interest both by those in educational work and by parents of children who find the doors of the traditional four-year college closed to them because of unwise or ill guided courses taken in high school. The experienced educator knows full well that there are many students, graduates of high schools, who, although they have not taken the particular pattern of subject matter in their high school course required for entrance by certain senior colleges, are completely capable to profit by study at the college level. Such an institution will not only provide sound, college-level instruction in fundamental "core" subjects but may be the long needed stepping stone for this type of student to obtain a complete college education. Thus, in terms of the junior college, this experimental group is presenting both two-year terminal and two-year preparatory courses. In this new unit we have the first evidence in New England of a lower division of a university developing which becomes at least in spirit, equivalent to the junior college. Since this division

represents merely an internal organization of the parent institution, it probably at present should not be identified in reality as completely equivalent to the junior college but more properly should be recognized as belonging with the university as a whole. If such organizations come into being in other liberal-arts colleges or liberal-arts divisions of universities, it will undoubtedly be due to the influence of the junior colleges. Such organizations in colleges will be bound equally to influence the junior colleges themselves.

The objectives and aims of the New England junior colleges.--Any attempt to classify the stated aims and objectives of the junior colleges of New England as found in their catalogues is not any easy matter. The writer, as he read these publications, could but feel that many of the statements made were for popular public consumption with much of salesmanship value but with rather a meager amount of real, fundamental, educational importance. There seems to be further evidence in many instances of the fact that the junior colleges in this area are still somewhat aimlessly groping about in educational darkness without chart or compass. As has heretofore been stated in this study, this is evidently due to the youth of the organization and to the fact that it is still in the experimental stages--more so in this section of the country than in any other. The junior colleges are in agreement, however, insofar as their catalogues and bulletins indicate, in the following objectives:

1. To provide serious, enriching study along general cultural or practical lines.
2. To maintain a standard of work equal to that of any other accredited college or university.



3. To offer high grade instruction of college level to small classes of students with the resultant close fellowship between teachers and students.

4. To provide such professional and pre-professional courses in business, engineering, music, art, and other subjects as will fit graduates for positions in these fields.

5. To provide a desirable transition to advanced college work for immature and younger students who are not ready for the campus environment of a large college and the larger life beyond the home.

From such expressions, we learn that the New England junior colleges, in their aims and objectives, are following much the same trends as are the junior colleges throughout the country, namely, the preparatory, terminal, vocational, guidance, and popularizing functions.

Other functions listed less frequently, and in most cases by but one institution are:

1. To provide education at a lower cost than at four-year colleges.
2. To serve as a finding place for students who are not sure of their ability to do college work successfully.
3. To maintain high standards of Christian living.
4. To offer opportunity to students to shop around, as it were, in their attempt to discover the particular course best suited to their needs and abilities.

This list of objectives is not presented as an exhaustive one but one which gives the major conceptions of functions as they are stated by the New England junior college administrators in their published literature.

Summary.--Such is a general view of the junior college in New England as it exists at the present time. On the whole, it is a small institution, a young institution, and in many cases still in the process of finding its real place in our educational system. The control of the junior college is entirely of a private nature for there are no public institutions within the borders of this district. Its holding power is relatively high as is also its percentage of graduates in relation to its enrollments. In most instances, it is either an outgrowth or elongation of strong traditional private academies with the result that its curricular strength is in general cultural, terminal, and preparatory courses. There are evidences that the vocational and popularizing functions are beginning to be recognized. It is predominately a college for women only, as over fifty per cent of these institutions are of that type. The junior college is found in every state in New England with the exception of Rhode Island.

With this general picture here presented of the nature, variety, and extent of development, it is of interest to attempt to find the extent to which its influence is being felt and recognized by the senior colleges and the State boards of education. The next two chapters will attempt to present these facts.

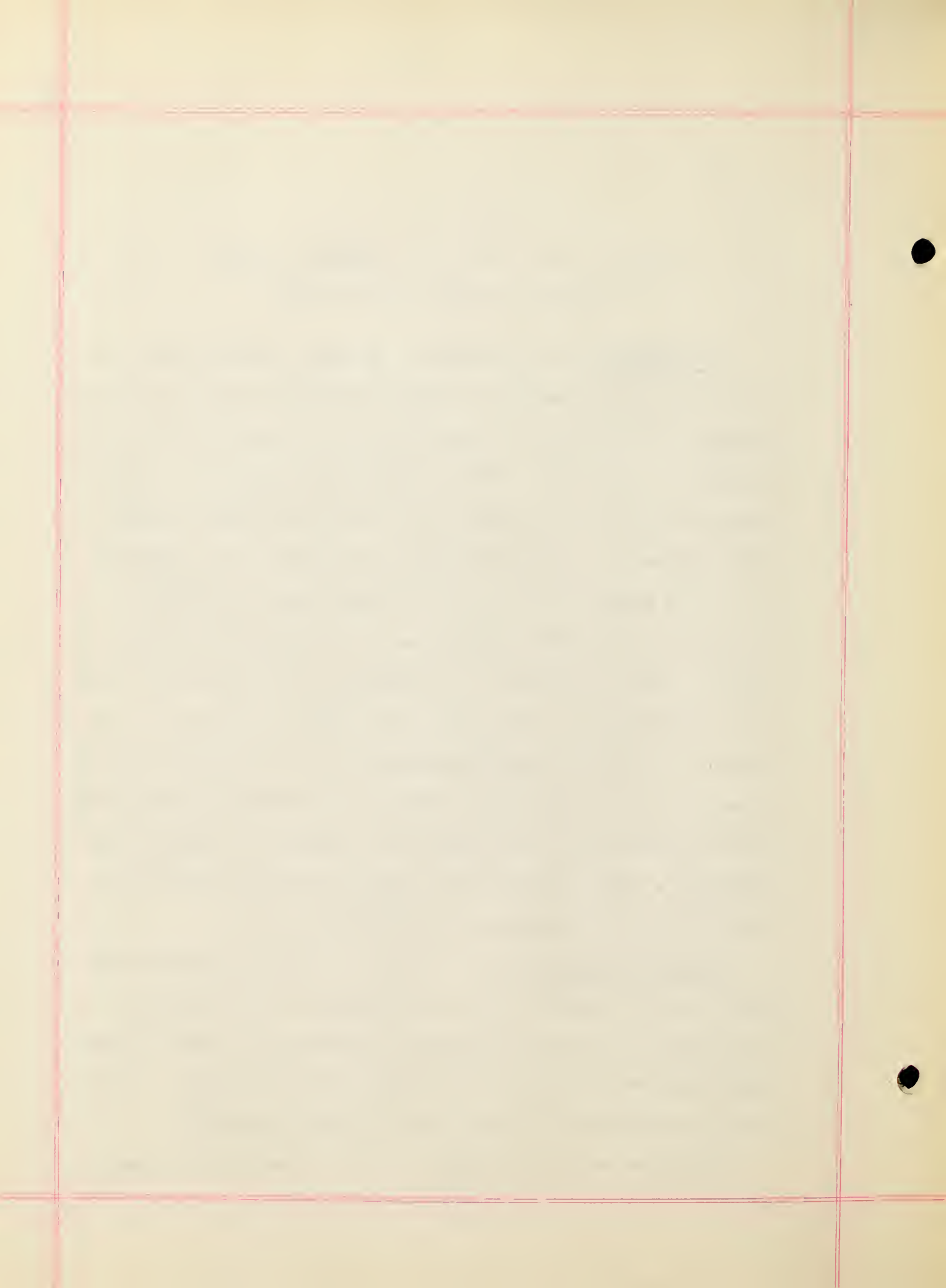
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CHAPTER IV
RELATION OF THE NEW ENGLAND FOUR-YEAR COLLEGES
TO THE NEW ENGLAND JUNIOR COLLEGES

Introduction:-- The literature of the junior college field indicates that in the country as a whole, the junior college is already demanding and receiving the recognition and cooperation of the senior colleges and universities. Such recognition and cooperation is apparent not only in the acceptance of the type and grade of subject matter taught in the junior colleges, but as well in the reorganization of the program of work which is being offered in the senior colleges and universities themselves. As yet, there is a very meager amount of reference given in the literature of the field to the conditions in New England. This chapter will attempt to present such information. It has been indicated previously in this study that this area presents an entirely different geographical and educational background upon which the junior college must base its claim for recognition and development. These conditions must temper and qualify the facts as they are found to be existent in the New England area.

Method of securing data.-- In order to determine the nature and extent of the recognition given the New England junior colleges by the universities and senior colleges of New England, a check list was devised and sent to each four-year institution in this area. A copy of this check list will be found in the appendix on page 88 .

Catalogues were obtained from each of the senior institutions to



determine the nature and amount of recognition given to transfer students from other senior colleges and to determine the extent to which junior college transfers were mentioned.

Nature of data requested.-- From the check list, it will be seen that this part of the study attempts to determine what relative value the senior institutions are allowing for subject matter completed in junior college, whether or not these senior institutions offer two-year terminal courses similar to those of the junior colleges, and if the senior colleges and universities are organizing their curricula upon a consideration that the first two years of study are to be of a general nature, followed by study in specialized fields during the last two years. The list also attempts to determine the extent to which the four-year colleges in New England may have followed those in other sections of the country in establishing a "lower division" or other similar organization. Because of the presence of several strong, traditional private preparatory schools, further information was requested with reference to the acceptance of advanced work done in such institutions.

Extent of cooperation of the senior colleges in this study.--The interest and cooperation of the senior institutions in New England has been most gratifying. Check lists were sent to forty-one institutions and completed forms were received from thirty-five. From such a high percentage of returns, definite policies can be presented and reliable and valid statements can be made.

Presentation of data.-- In presenting the results of the data obtained, it seems that to do^{so} adequately, each question should be con-

sidered separately. Consequently, this procedure will be followed as we attempt to analyze the results. For the exact wording of the questions, reference should be made to the check list in the appendix.

Extent to which New England senior colleges admit graduates of junior colleges with unconditional junior-class study,-- Thirty-four senior colleges answered the question pertaining to this information. About two-thirds of the answers to this question were negative, indicating that graduation from junior college does not assure a student's acceptance, unconditionally, as a junior in good standing at senior colleges and universities. This should not be understood, however, to necessarily indicate a reflection on the nature of the work done by the junior colleges, for a similar attitude is assumed by these same institutions toward transfers from other senior colleges. The most common condition imposed in the case of such transfers seems to be that of requiring the transfer student to have received the next higher grade than the one which is considered passing in the college from which the student expects to transfer. The negative answer, then, does not give evidence of discrimination to only junior college transfers.

In the case of those colleges answering this question in the affirmative, there were some interesting comments received. One senior college makes the statement that it admits graduates of some New England junior colleges to junior class standing as unconditionally as any transfer is accepted, thus indicating that the same conditions prevail whether the student has attended senior or junior college before transfer. Three senior institutions admit so few students from junior colleges that they have no fixed policy or definite regulations. Each

case is considered on its own merits. From still another came an affirmative answer if a percentage mark of at least seventy had been attained in the work taken in junior college, and another requires an average of eighty per cent. This level of achievement is the same as that required for transfers from any four-year college. Only three four-year colleges returned an unconditional "yes" to this question thus indicating that they recognize the work done in junior colleges to be of equal grade or level of achievement with their own freshman and sophomore years.

It seems to be apparent, then, that the four-year institutions of New England, while imposing the traditional hurdle of entrance or transfer conditions in most instances, are not discriminating entirely against the products of the junior colleges.

The junior colleges recognized with unconditional junior-class standing upon transfer to the New England senior college.-- In answering this question, many of the senior colleges, fearing that discrimination might be implied, did not name specific junior colleges. On three of the check lists, the names of twelve junior colleges were given while three senior institutions generalized with such statements as "other junior colleges in good standing in such vocational subjects as home economics and secretarial science," and "members of the New England Association of Colleges and Secondary Schools."

Thus, in the case of those four-year institutions allowing unconditional transfer, there appears to be no select group of favored junior institutions from which they accept transfer students.

The nature of the conditions imposed.-- The most common condition

by the senior colleges and universities is the last one named in the check list, namely, the requirement that the transfer's entrance credit, upon which he was admitted to junior college, would have also satisfied the senior institutions requirements for admission as a freshman. There were but five institutions which did not check this condition indicating conclusively that unless a student, upon graduation from high or preparatory school, has obtained the proper entrance credits, he cannot hope for transfer with advanced credit, irrespective of the type or grade of work he may do in junior college. Expressed in another way, this means that the junior colleges are being forced to erect the same educational hurdles for their transfer students as do the senior institutions, at least as far as their preparatory curricula are concerned. Here, again, in this area, we observe the fact that at the present time the higher educational unit dictates to the lower rather than allowing the lower one to present a program suitable to the aims, needs, interests, and abilities of its own students.

Nine senior institutions will accept junior-college graduates conditionally, giving them an opportunity to prove their qualifications during either the first semester or the entire junior year. Five of these nine, however, impose the further condition which has been indicated in the preceding paragraph. In three instances, partial credit only is allowed for work satisfactorily completed in junior college. One senior institution allows eight-ninths credit, another one-half credit if the student has attended junior college for two years, and a third one-half credit with no further qualification. Special subjects in the freshman and sophomore years must be made up by transfer students

in the case of twelve senior institutions. The subjects most frequently mentioned are Bible, Greek and Latin in the case of the Jesuit colleges; engineering drawing in technical institutions; contemporary civilization, psychology, hygiene, Biblical history, and military drill in the liberal-arts colleges.

Twelve senior colleges require that their prerequisites to the transfer-student's field of concentration be made up while the same number require the completion of the equivalent of their freshman and sophomore courses. Twelve require a definite level of achievement in the subjects which have been taken in junior college. The following levels of achievement were indicated:

Ranking in the upper tenth of class--one senior college.

Ranking in the upper seventh of class--one senior college.

Ranking in the upper half of class--one senior college.

A percentage mark of at least eighty--five senior colleges.

A percentage mark of at least seventy--three senior colleges.

Seven senior colleges require transfer students from junior colleges to pass examinations. There is much variance in the type of examination required. The following quoted statements will best illustrate this fact:

"We reserve the right to ask transfer students to pass an examination."

"We require transfer students to pass one examination--the Scholastic Aptitude Test of College Entrance Examination Board if not already taken."

"We require transfer students to pass examinations set by the College Board Examinations. (Plan B. entrance)."

"We assign formal examinations when such tests are essential to intelligent placement."

"The Committee do not admit by transfer without examination from any junior college in the country. All candidates from junior colleges whether they have attended such institutions for one

or two years, are required to qualify for admission by means of Board examinations taken under Plan B. Applicants qualifying for admission by means of these examinations are registered in their first year here as members of the freshman class. A young man who has attended a junior college for a single year, and who is admitted to _____ college by examination under Plan B, does not receive any credit toward his degree for work completed in that junior-college year. A young man who has completed satisfactorily two years of work in a junior college, though he is required to qualify for admission by means of Board examinations and to register here as a freshman, may if that year's work is satisfactory, petition for credit towards his degree for the equivalent of one year of work completed in the junior college. Such students though registered in the freshman class would be entirely free to take any course of instruction for which they had a proper background."

The returns from this question on the list plainly indicate that there is a wide variation with respect to the nature of the conditions imposed by the senior institutions upon junior college students who attend these institutions with an idea of transferring to a senior college or university. This is equally true whether they plan to transfer at the end of one year or two years. There is a strong indication that most of the so-called higher institutions in New England are not yet ready to accept the work of the junior institutions as being on the same level with the work done in their own freshman and sophomore classes.

The nature and number of two-year terminal courses in senior colleges of New England.-- Only three colleges reported such two-year, terminal courses. One of these includes courses in home economics and secretarial science, the others non-degree courses in practical and applied agriculture. It is evident, therefore, that the growth of the junior college with its two-year terminal curricula has not as yet had any effect in this New England area on the offerings of the senior institutions in their first two-year curricula.

5

The extent to which senior colleges have departmentalized their first two years' offerings.-- Because of the fact that such departmental organizations in senior colleges are becoming rather common in other areas of the country, due at least in part to the presence of an increasing number of junior colleges, it was deemed important to determine to what extent this same condition might be developing in New England. The fact that only four instances were given of such divisions in the senior colleges seems to indicate that the New England senior institutions have not as yet recognized any need of departing from the traditional four-year, sequential program. One institution reports a "lower division," giving it the name of "High School" which includes the freshman and sophomore years. Another reports in this fashion: "No rigid division, no promotion from one to the other. Major is elected at the end of the freshman year, so this marks a 'spiritual division.'" A third reports a definite "Junior Division" including the freshman and sophomore years. From another, by a written statement in a separate communication, comes the following: "Our institution is not organized with a 'Lower Division' although we expect a student will have completed the general requirements for a degree and also the prerequisites during the first two years of his college course so that the last two years can be devoted largely to his major field."

Credit given by senior colleges for advanced work done in high or preparatory schools.-- This information was considered to be of interest and importance due to the presence of several unusually strong, well equipped private schools and academies in this area. It is also pertinent because information was at hand to the effect that, in the

case of two of these schools, such advanced credit had been received by their graduates from colleges in areas outside of New England.

Ten institutions allow credit for advanced work done by students in high or preparatory schools in New England. Several of the qualified affirmative answers are of interest:

"Yes, if work is done in addition to our entrance requirements, and passed by College Board or our examination."

"On examination--possibly."

"Yes, occasionally if passes our examination in subject."

"Not towards the degrees; but freshmen may qualify for advanced courses."

"Surplus high school credit may warrant a student receiving credit by special examination."

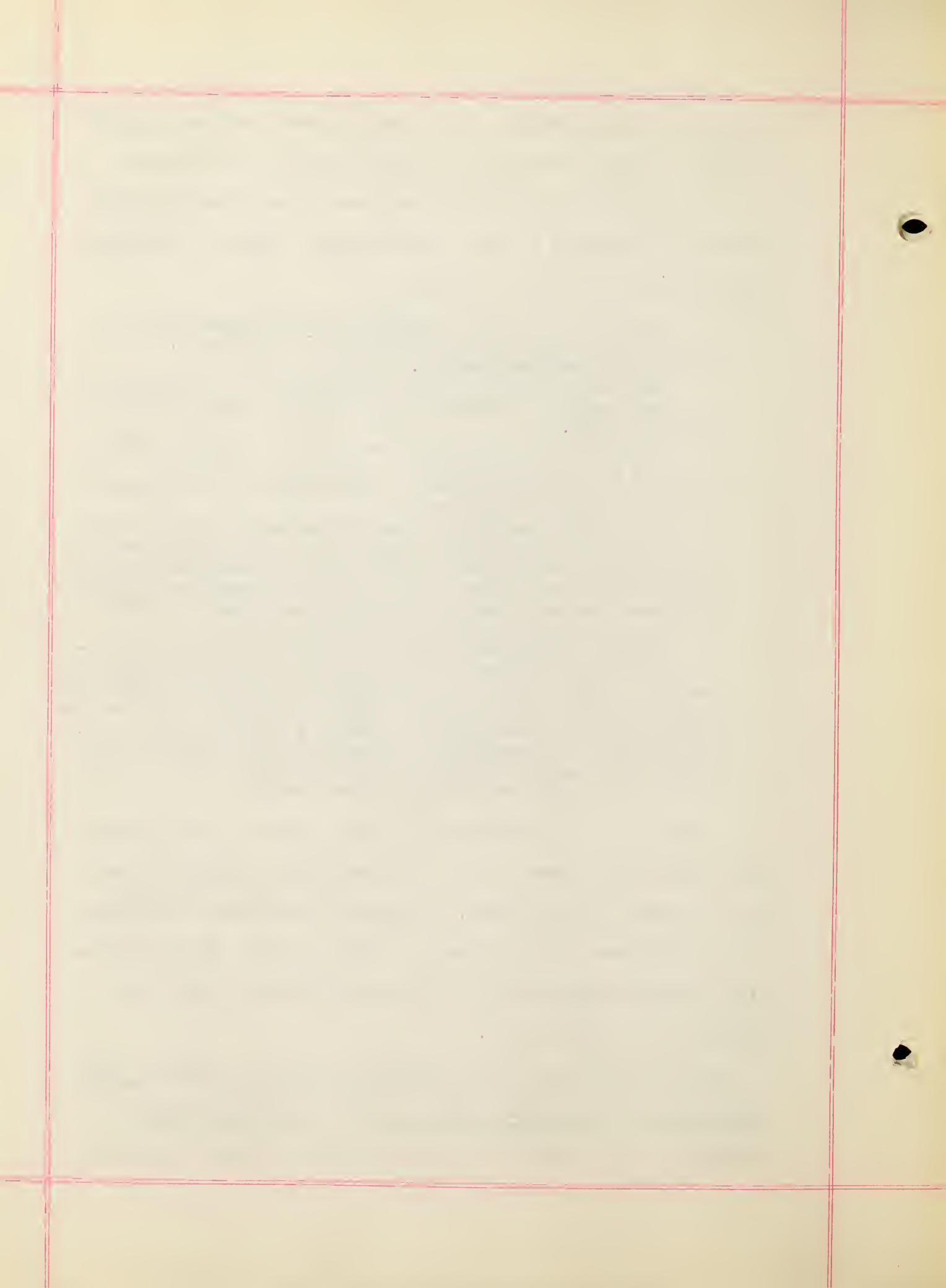
"Yes, if content of course is satisfactory and if examination at the college is passed."

"All students entering by examination are required to take a College Board examination in English. A certain required grade in English will exempt the candidate from the prescribed English Composition of the freshman year. With this exception, no credit is allowed towards a degree for advanced work done by students in any high or preparatory school in the country."

"Students presenting high school credit in excess of the amount accepted for entrance are permitted to interview department heads, as junior college students are, and so establish provisional advanced standing college credit which is confirmed after the completion of an advanced course here or of a year of college work. These cases are extremely rare and have usually occurred in connection with modern languages in which the student has had opportunities and work above the high school level."

In only a small percentage of the higher institutions of New England then is any advanced work done in preparatory school given any credit toward a college degree. The exacting examination requirement or the provisional credit allowed for such work would undoubtedly preclude any wide-spread offering of such subject matter even in the strongest preparatory school.

The extent to which senior colleges consider the first two years of study to be of a general rather than of a specialized nature:--
Seventy per cent of the thirty colleges sending information on this



topic report that the freshmen and sophomore courses are of a general nature. Predominately, then, the New England senior colleges and universities build their curricula around a core of general cultural subject matter presented in the work of the first two years. It is interesting to note that, while only a few of these institutions report a definite named organization for their first two years' program, as indicated in the replies to question VI, by far the majority of them are organized at least in "spirit" along such lines.

Interesting check list side lights.-- Accompanying several of the returned check lists were interesting, informational, separate communications. These were of great assistance in interpreting many of the answers and contained other helpful material, as well. The following quotations from letters received will help complete the study presented in this chapter:

"We admit so few students from junior colleges that we have no fixed policy or definite regulations. Each case is considered on its own merits."

"We do not especially desire students from junior colleges; however, if their records are good, we consider each case separately.....On the whole, our experience with junior college students has been favorable."

"Very few young men have endeavored to enter ----- from junior colleges, and only one junior college student has entered during the past few years. This student entered our sophomore class from (a New England junior college), made a satisfactory record and was graduated with the class of 1936."

"We have no general policy at the present time. We do look kindly to the junior college and will be pleased to set up relations with any individual institution providing the work done is comparable to ours."

"Each applicant is considered as an individual by us and each case is considered individually."

"As there is no satisfactory accrediting agency for junior colleges, and as most of these schools are too recently organized to have established a dependable reputation, we have adopted a general procedure for admission of junior college students and graduates which is virtually independent of criteria that measure facilities, equipment, and endowment. In outline, our procedure

requires, first, the recommendation of the head of the junior college before any consideration is given to the advanced standing application of any junior college student. If this recommendation is received, we refer the applicant personally to the professor who may be concerned with the subject matter presented in the transcript.....From these interviews, at which text-books, reports, and notebooks are presented, we receive in writing from the teaching department concerned a placement of the particular student in the courses offered by the department involved. This enables us to carry out an intelligent enrollment which recognizes the student's achievements and also protects him from possible over enrollment. On completion of one year of satisfactory work, the actual credit which is implied in the reports from the departments becomes a matter of the student's live record established 'by advanced-standing examination.' In certain cases, semester or other examinations may actually be given, but usually a ten-minute interview accomplishes the purpose. By this procedure, we give provisional classification that indicates the year in which we think it may be possible for the applicant to graduate. If there is close correlation of subject matter presented with the subject matter that would have been taken in the first two years of the curriculum which the student selects, graduation is ordinarily possible in two years. We do not modify the foundation courses of any curriculum and allow junior college courses to be substituted."

It seems to be indicated that the current practices of the senior colleges of New England in the matter of granting advanced standing to junior college graduates, afford much ground for the feeling of encouragement concerning the ultimate recognition of the new unit and the work given there. As is to be expected, due to the traditional strength and age of the senior colleges in this area, progress along this line will be slow and for a time no general blanket policy toward the transfer value of the junior colleges work will be adopted.

The extent of recognition given the junior college by the senior colleges and universities as indicated in their catalogues.-- The catalogues of 46 senior colleges and universities were examined to determine the conditions imposed on transfer students, not only those from junior colleges but those from senior institutions as well. This catalogue

study served also as a check on the answers given in the check lists which were completed and returned.

In only seven instances was the junior college mentioned when the matter of advanced credit in terms of transfer arrangements with other institutions was outlined. It is at least interesting to note, however, that among these seven institutions of higher learning thus giving recognition was the Massachusetts Institute of Technology, an institution with one of the highest, if not the highest, rating, not only in New England but in the world. The extent to which it gives consideration is best indicated by the following catalogue statement:

Students who have completed one or more years with high standing at a recognized college, university, engineering school, or junior college, and who are entitled to honorable dismissal, may apply for admission by transfer without examination.

In other words, junior college students are placed in the same academic category by this institution as are those from other properly recognized institutions of higher learning.

Simmons College makes no distinction between colleges, junior colleges and normal schools as far as transfer arrangements are concerned, except that a definite recommendation is required for each student from the President or Dean of a junior college. Bates College catalogue states that credits from junior colleges which have the approval of the New England Association of Colleges and Secondary Schools, or other regional associations, will be treated on the same basis as those from regularly recognized four-year colleges. At Colby College, the same regulations with regard to transfer applies to both senior and junior colleges. Boston University School of Education, Connecticut College for Women and Mount Holyoke give recognition to junior college

transfers but require special conditions such as special examinations, superior students, ranking in the upper third of the graduating class, and provisional acceptance until satisfactory work has been done in the college to which the student transfers for a period not less than one semester.

The remaining 39 senior colleges and universities of New England whose catalogues were examined did not indicate any acceptance of junior college transfer students to advanced standing. No mention at all was made of this educational unit when conditions under which transfer students from other colleges might be accepted were stated. Practically all of them, in fact, quite definitely limit their advanced credit for transfer students by qualifying institutions recognized for such arrangement into the following types: (a) another college, (b) an approved institution of collegiate rank, (c) another institution of college grade, (d) another college of liberal arts, (e) another college of recognized standing. Thus, from published literature of these senior colleges and universities, one would believe that no consideration at all is given to graduates of the junior colleges as far as transfer credit for advanced standing is concerned.

As is often the case, however, printed rules and actual practice do not always go hand in hand. Judging from many of the statements checked and written in, on the lists received from the senior colleges many of them must be considering the junior colleges "institutions of collegiate rank" or "other colleges" for many have listed junior colleges which they recognize for transfer credit. In many cases it is indicated that such consideration will be given even though from a

reading of the catalogue no such attitude is expressed. This same fact has been made evident also in personal conferences with Deans or Admission in several New England senior colleges and universities.

General conclusion.-- All the information received from the various sources indicated seems to point to the conclusion that the senior colleges and universities are not entirely antagonistic to the junior college. Although there are those who balk at acceptance of the work done and whose officers are disposed to question the right of the junior college to a place in the educational family, considering the youth of the movement, the situation is full of promise. As is indicated, only a small proportion of the institutions of which inquiry was made and from which replies were received, decline to accept the work done either hour for hour or for courses normally open to freshmen and sophomores. While some assume the attitude of discouragement or one that is more nearly non-committal, the junior college seems already to have made much progress into the good graces of college authorities in New England.

CHAPTER V

CONSIDERATIONS GIVEN BY THE STATE BOARDS OF EDUCATION

Introduction.-- In any attempt to determine the strength and importance of a new educational movement, one naturally turns to the chief educational governing agency or agencies in the area under consideration. In the New England section, this power is chiefly posited in the State boards of education. This chapter, then, will present a study of the extent to which these boards take recognition of the junior-college movement and the nature of such regulations as they are imposing on this unit within their jurisdictions.

Method of securing data.-- A check list, asking for certain definite, objective data was sent to each of the six State boards. (A copy of this check list will be found in the appendix on page 92 .)

Nature of data requested.-- Information with reference to type recognized, functions, criteria for establishing, and method of indicating recognition were requested.

Extent of cooperation.-- The various State boards were most cooperative. Check lists were returned by three of these organizations, official publications were received from two, and in two cases further information was received in the nature of direct, unsolicited communications. While in some cases only meager statements were made, this very fact seemed to indicate that in such cases, the movement has not progressed sufficiently to command recognition, supervision, or accredi-

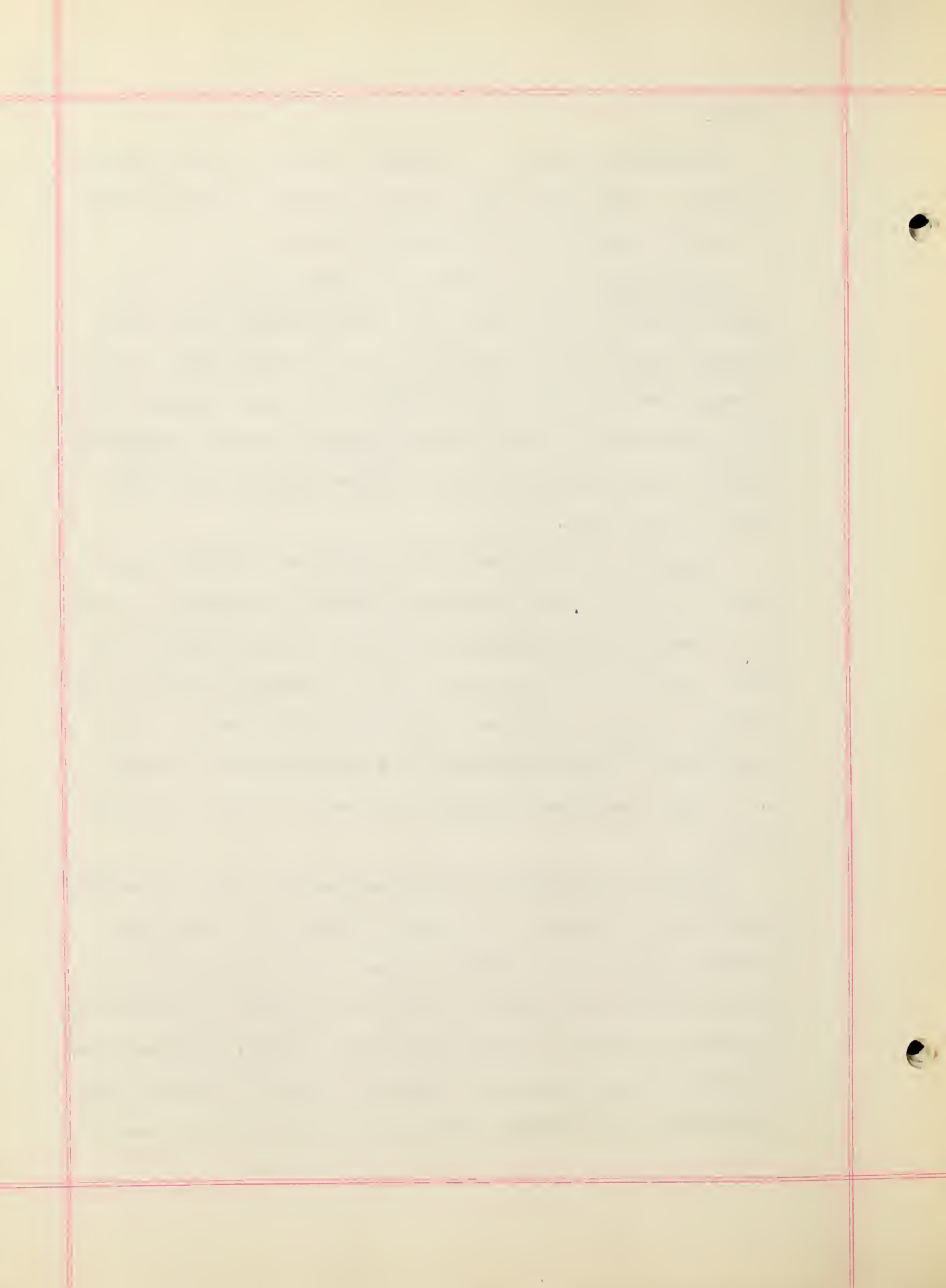
tation.

Presentation of data.-- To present satisfactorily the information received, it seems best to treat each state separately and this procedure will be followed throughout the discussion.

Rhode Island.-- The only reply to the check list sent to this State department was that there are no junior-colleges in the state and that there has been no agitation for their establishment. In the preceding chapter, it has been indicated that at East Greenwich, there was an attempt on the part of the East Greenwich Academy to establish a one-year junior college, but after a short existence, it did not prove to be practical.

Vermont.-- From the Vermont State department of education came only a copy of the Vermont Educational Directory for 1937-38, in which are listed the junior colleges of the state. The fact that these appear directly after the accredited private academies and colleges would indicate that these are properly accredited and approved by the State departments. The nature and extent of approval were not indicated, even though an opportunity to do so was given on the check list which was sent.

Maine.-- Two communications were received from Bertram E. Packard, Commissioner of Education for the state of Maine. The check list which was sent was not returned but these two letters gave most of the information which was requested. The State department of education has no detailed procedure for accrediting junior colleges. The Commissioner has no particular authority conferred upon him by statute and there is no other agency in Maine which has such authority. In the case of



the junior colleges in Maine, whatever accrediting is done is along the line of teacher certification in these institutions. Work completed in the junior colleges in certain courses which is accepted by the University of Maine and other institutions is accepted by the State department as a part of the requirements for the certification for teachers. Any prospective teacher in these junior colleges is given the same credit that any reputable degree-granting institution gives him.

Evidently, then, the State board of education in this state has not felt any particular influence of the junior college movement up to this time. No attempt to define the junior college as a unit has been made, no criteria for its establishment have been established, and no formal recognition, with the possible exception noted above, has been given to it.

Massachusetts.-- No check list was received from this state but the director of the Division of Elementary and Secondary Education and State Teachers Colleges, Mr. P. J. Sullivan, in a letter dated December 3, 1937, sent the following information:

The Department of Education does not operate any Junior Colleges nor has it made any provision for accrediting higher institutions. At the present time, however, a committee appointed by the Commissioner of Education is making a study of educational offerings on the higher level, and its attention will, undoubtedly, be fixed at one time or another during the study to the question of the junior college. Just what action will result is, of course, something I cannot predict.

From other sources, too, there are indications that the movement is receiving recognition. Dr. Zook's survey in 1923 recommended the establishment of 12 junior colleges throughout the state and no longer ago than last November 20th, the State department of education was asked to consider cutting its nine state teacher colleges to four

1. The first part of the paper is devoted to a

brief review of the

history of the problem and the main results obtained up to now.

2. In the second part we shall consider the case of a

bounded domain Ω in \mathbb{R}^n .

3. In the third part we shall consider the case of an

unbounded domain Ω in \mathbb{R}^n with a regular boundary.

4. In the fourth part we shall consider the case of a

domain Ω in \mathbb{R}^n with a boundary which is not regular.

5. In the fifth part we shall consider the case of a

domain Ω in \mathbb{R}^n with a boundary which is not regular.

6. In the sixth part we shall consider the case of a

domain Ω in \mathbb{R}^n with a boundary which is not regular.

7. In the seventh part we shall consider the case of a

domain Ω in \mathbb{R}^n with a boundary which is not regular.

8. In the eighth part we shall consider the case of a

domain Ω in \mathbb{R}^n with a boundary which is not regular.

9. In the ninth part we shall consider the case of a

domain Ω in \mathbb{R}^n with a boundary which is not regular.

10. In the tenth part we shall consider the case of a

domain Ω in \mathbb{R}^n with a boundary which is not regular.

11. In the eleventh part we shall consider the case of a

domain Ω in \mathbb{R}^n with a boundary which is not regular.

12. In the twelfth part we shall consider the case of a

domain Ω in \mathbb{R}^n with a boundary which is not regular.

13. In the thirteenth part we shall consider the case of a

domain Ω in \mathbb{R}^n with a boundary which is not regular.

and to make junior colleges out of the five others. This suggestion was embodied in a report accepted on that date by the annual meeting of the Junior High School Principals' Association. The report did not name the schools, but suggested the four to be in the four sections of the state. It remarked that junior colleges would bring to the people of these districts the opportunity for higher education so much needed today.

Connecticut.-- The state of Connecticut definitely recognizes the junior college through its State board of education. E. W. Butterfield, Commissioner of Education, personally filled in the check list which was sent. The department recognizes the 13th and 14th grades as being of junior college level. It considers that the functions of this organization are:

1. Preparatory, for senior colleges and universities.
2. Terminal, aiming to prepare students for positions of usefulness to society, particularly in the so-called semi-professions.
3. Cultural, devoted to meeting the needs of those who desire only two years of college work.
4. To present the opportunity of a college education "near at home" to students in a larger number of communities by reducing the expense of travel and board and room, the students being enabled to live at home while attending college.
5. To give the same advantage as above to mature residents of a community.
6. Pre-professional preparation.

The only stated criteria recognized for the establishment of a

junior college was approval by the State board of education, although it was indicated later in the list that for recognition as a separate educational institution, the junior college must meet several definite requirements. The four requisites were: a. curricula required to be approved by the State department, b. definite graduation requirements, c. inspection annually by the State board, and d. definite requirements with regard to buildings, libraries, laboratories, and equipment. The department does not require certification of junior college instructors, minimum scholastic requirements for each member of the staff of instruction, or a maximum teaching load.

New Hampshire.-- The extent of recognition and control by the State board of education in this state apparently far surpasses any of the other New England states. James N. Pringle, Commissioner of Education, not only checked completely the list which was sent to him, but also sent much additional printed and mimeographed material. The department of education not only formally recognizes the junior college as a separate educational institution, but maintains rigid requirements for such formal recognition. The criteria recognized for the establishment of a junior college in this state are: a. approval by the State board, b. accreditation by the State University, c. junior college enrollment, and d. the "holding power" of the junior college in terms of the percentage of freshman numbers returning for sophomore work the following year.

The extent of recognition and requirements for accreditation by this State board is best indicated by presenting in full a typewritten set of regulations which was received from the Board itself.

New Hampshire
State Board of Education
Concord

Standards for Accrediting Junior Colleges by the
New Hampshire State Board of Education.

Definition.

A junior college is an institution of higher education which offers two years of work equivalent in prerequisites, scope and thoroughness to the first two years of work at a recognized degree-granting college.

For its first year, a junior college may be accredited with instruction offered to a single class.

A junior college which wishes to be accredited may secure the necessary blanks from the State Board of Education.

Faculty.

Each member of the staff of instruction shall have a baccalaureate degree and not less than one year of organized graduate work in the field of the subjects which he teaches. He should also give evidence of successful experience or efficiency in teaching.

Teaching Load.

The teaching load should not exceed fifteen or eighteen hours of junior college work per week.

Student Load.

The regular credit work of a student should be fifteen hours per week. Except in the last semester before graduation, extra credits should be permitted only in case of superior scholarship and in no case should a student be allowed to register for more than twenty credit hours per week.

Admission of Students.

The requirements for admission shall be the satisfactory completion of a four-year curriculum in a secondary school approved by the New Hampshire State Board of Education or by a recognized agency for schools in other states. There shall be no conditional admission.

Graduation Requirements.

A. Requirements for graduation shall be based upon a satisfactory

completion of thirty year-hours or sixty semester-hours of work corresponding in grade to that given in the freshman and sophomore years of standard colleges and universities.

In addition to the above quantitative requirements, each institution should adopt qualitative requirements suited to its individual conditions.

B. Graduation may be evidenced by a diploma, certificate or the commonly awarded degree, A.A., Associate in Arts.

Program.

A junior college may offer curricula in such vocation as will meet the needs of the students and there must be at least one curriculum whose completion permits transfer without time loss to a recognized degree-granting college.

Enrollment.

A junior college should have a minimum of twenty students in the first year and forty in the two years.

Buildings, Libraries, Laboratories and Equipment.

There shall be adequate space and equipment for recitation, study, library, laboratory and other instructional activities.

An adequate library of books and materials suited to the work offered shall be easily accessible to the students. The library of the school should be properly catalogued and in charge of a competent librarian. The addition of new books each year, in order to keep the library facilities up to date for the courses offered, is necessary.

Records.

A system of permanent records showing clearly the secondary and college credits of each student shall be adequately and carefully administered. The original credentials filed from other institutions shall be retained in the junior college.

Extra-Curricular Activities.

There should be provision for extra-curricular activities and abundant opportunity for development of leadership and initiative. Such activities should be properly administered and should not occupy an undue place in the life of the junior college.

Separation of College and High School Classes.

If a junior college and high school are maintained together, students shall be taught in separate classes.

Inspection.

The State Board of Education will inspect once each year each accredited junior college and will file with the institution a report on its organization, administration, and instruction and upon the credentials of the teachers.

Term of Accreditation.

A junior college when application is made by its governing body will be accredited annually upon evidence that these standards are to be met.

Reports.

Statistical reports and the scholastic records of graduates shall be filed at the close of the school year with the State Board of Education.

College Year.

A junior college shall be in session for at least thirty-four weeks each year, exclusive of holidays.

Affiliation with Higher Institutions.

Each junior college shall effect an arrangement with one or more recognized degree-granting colleges by which its graduates may be admitted without examination to full standing in the junior year, Grade 15. Facts regarding such affiliation will be canvassed in considering the application of each junior college for accrediting by the State Board.

Conclusions.-- In spite of the fact that the writer does not feel that the reports from the State boards of education have been complete in nature, it seems to be indicated that the junior college movement is receiving at least some recognition by all the State boards in New England with the exception of the state of Rhode Island.

This state, with no junior college within its borders, naturally cannot be expected to concern itself to any great extent with this new unit. The states of Connecticut and New Hampshire are, at the present time, indicating a greater amount of interest in, and recognition

of, the junior college than any of the others in this area. Undoubtedly, the fact that no public institutions of this nature have developed in this area is the main reason for the lack of any too well formulated program of supervision or accreditation.

CHAPTER VI

SUMMARIZATION

Tentative Conclusions

Review of the scope of this study.-- This study has attempted to present a brief general overview of the junior college movement in the United States as it has developed to its present status. In the light of this background, a more detailed discussion has been given to the junior colleges of the New England states with reference to their history, their present status, and their influence as indicated on the extent of recognition given to it by the New England senior colleges and universities and the State boards of education in each state of their area.

The validity of the data presented.-- The writer is fully aware that his data may be open to criticism from the standpoint of completeness. Yet, although only 14 junior colleges out of the 25 known to exist, returned the check lists forwarded to them, reason exists for believing that nearly all doing work properly described as being of junior college nature, are represented. When consideration is given also to the fact that, even though the returns were few in actual numbers, they represent, nevertheless, a true cross-section of the various types of institutions as to size, nature of control, sex-admitted, geographical distribution, functions, and years included, it is felt that much of value is presented. Certainly, as far as the senior colleges and universities and the State boards of education are

concerned, the data are sufficiently complete.

Tentative conclusions from data presented.-- Based upon the literature reviewed for the material presented in Chapter 2 and the results obtained from the check lists, catalogue studies, and direct contacts by both correspondence and personal conferences as reported and summarized in the preceding chapters, the following conclusions are drawn:

1. The junior college movement, although slightly tinged with characteristics from foreign sources, is for the most part, a uniquely American movement.
2. Its development, while limited mainly to the last two decades, has been rapid.
3. The consensus of opinion of outstanding educators indicates that it has found a definite place of importance and influence in our educational system.
4. The aims and objectives of this new educational unit are still in the plastic state without too definite goals or functions.
5. The movement in New England has been retarded due to the presence of a large number of traditional, strong, liberal arts colleges and outstanding universities.
6. The colleges and universities in New England, in most instances, have not felt the influence of the junior college to any great extent as yet. They have no well-formulated policy with regard to their acceptance of it as a separate educational unit. They are not entirely antagonistic to it nor are they freely accepting it. More generally, in spite of catalogue statements, they are adopting an at-

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titude of watchful waiting and in the meantime treating each case upon its own individual merit. In a few instances, they are giving the same amount and nature of recognition to junior-college graduates as to senior-college transfers. Thus, the junior college in New England seems already to have made much progress into the good graces of the college authorities.

7. The development of the junior college in New England has followed rather closely the same plan as those in the other sections of the country. This has been done with reference to functions conceived, curricular offerings, nature of control, and organization. Exceptions to be noted are that as yet in this area, there are no public junior colleges, the curricular offerings are still largely limited to general, cultural education and liberal arts subjects, equivalent in scope to those offered by senior colleges and universities, with only a limited amount of attention being given to vocational and pre-professional subjects.

8. The New England junior college is a relatively small institution serving somewhat narrowly a limited geographical section of each state except for Rhode Island which has no junior college within its borders.

9. The New England junior college has a relatively high "holding power" on its students.

10. The junior college for women only is the most popular type of institution in New England.

11. The State boards of education have not as yet considered it necessary to formulate any general policy of accreditation or super-

vision of the junior college. The one exception which proves this general statement is in the case of the State board of New Hampshire. This would seem to indicate that this educational unit has not to date exerted any marked influence upon the educational program in the New England states. Again the fact that the junior colleges in this area are under private control undoubtedly explains the condition.

General Inferences

Generalizations.-- There is every evidence that in New England as in other sections of the country, the junior college has a definite function. Realizing full well the dangers of prophecy, the writer desires to suggest that the development of the junior college in New England may be along the following lines. The old Latin Grammar School with its restricted curriculum sufficed for a time. Changing social conditions brought with them the need of wider offerings in subject matter. The private academies attempted to meet the needs of the times. Their program so well answered the problems confronting education at that time that its program was accepted and inculcated into the public high school system. The changing order of this present day demands a new educational program. In New England, the private junior colleges are attempting to devise new methods and offerings to meet this challenge. Just as the public high schools in former times copied and even enlarged the programs of the private academies, so will the public school soon accept, copy, and improve on the programs of the present private junior colleges and write them into their public educational program. Thus may evolve the public junior college in this area.

Without fear of contradiction, the writer presents the fact that there is a whole host of students who, having graduated from high school, find themselves inadequately equipped to adjust themselves to the social, economic, and political life of their times. Even the relatively few who enter industry find that they are not prepared to intelligently use the large amount of leisure time which they find at their disposal. The home, the church, and other social agencies which formerly were answers to these problems, no longer adequately serve such functions. The only agency to which we may turn is that of education--education for the new social order. If democracy is to live, we must know more about democracy and its aims, needs, and possibilities, its shortcomings and its strength. A new type of educational endeavor is paramount. As has been stated before, herein lies the only hope of true democratization. Such is the challenge to the junior college. If it continues to think in the terms of the past, in terms of simply duplicating only the work of the first two years of the so-called senior college, it has no right to exist. If, on the other hand, it visions the present crying needs of social, political, and economic conditions, it will have a place in the sun. It must strike out boldly, break with tradition, formulate its own policies and programs unfettered by restrictions from higher institutions, and stand firmly on its own two feet. Such an institution is without geographical boundary. It has the same place and function in California as in Maine, in Washington as in Texas. Such may be the glory of the junior college!

APPENDIX

41. Fairfield Street
Boston, Massachusetts
November 27, 1937

The writer, dean of the Tilton Junior College, at present a graduate student at the Boston University School of Education, is preparing a Master's thesis on "The Junior College in New England." He is desirous of knowing to what extent the New England universities and colleges recognize the work done in accredited junior colleges in terms of transfer credit; and hence how far they waive specific subject matter requirements, provided the pattern of the student's combined high school and junior college courses represents a well balanced general education.

Your cooperation is earnestly solicited for the writer believes that the information requested, when summarized and interpreted, will be of interest and concern to all who are working in the field of secondary and higher education.

For your convenience, and to reduce both your time and labor to a minimum, a checking list is enclosed covering the desired information. The same information is being requested from each university and college in New England. In return for your cooperation in having the proper authority complete the enclosed checking list the writer will be very glad to have a copy of the summary of his findings sent to you as soon as his survey is completed.

Respectfully yours,

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CHECK LIST
on the
RECOGNITION OF NEW ENGLAND JUNIOR COLLEGES
by the
UNIVERSITIES AND SENIOR COLLEGES OF NEW ENGLAND

Name of Institution Making this Report _____

Name of Reporting Official _____

Position of Reporting Official _____

I. Do you admit, under any circumstances, graduates of any New England junior college to your institution with full and unconditional junior class standing?* (Please circle) Yes No.

II. If your answer to question I is "yes" will you kindly name the junior colleges so recognized?

A _____

B _____

C _____

D _____

E _____

III. If your answer to question I is "no" will you kindly indicate, by checking the appropriate statements below, the nature of the conditions imposed. (Please check)

** () A. We accept them conditionally, giving them an opportunity to prove their qualifications during the first semester of the junior year.

() B. We allow them partial credit, as indicated below, for the work satisfactorily completed in junior college. (Please check)

() One-fourth

() One-half

() Three-fourths

() Seven-eighths

() Other partial credit

(Please specify) _____

() C. We require special subjects in our freshman and sophomore years to be made up.

*Third year standing in the regular four-year senior college.

D. If item C is checked please specify the subjects.

1. _____
2. _____
3. _____
4. _____
5. _____

() E. We require that our prerequisites to the student's field of concentration be made up.

() F. We require the completion of the equivalent of our freshman and sophomore courses.

() G. We require transfer students to pass examinations.

H. If item G is checked what type of examinations are required ? (Please check)

- () 1. One comprehensive examination similar to the scholastic aptitude but of a higher scholastic level.
- () 2. Separate examinations in the transfer's major fields of study in junior college.
3. Other types. (Please specify.)

I. We require a definite level of achievement in the subjects which have been taken in junior college as indicated below. (Please check)

- () Ranking in upper tenth of class
- () Ranking in upper fifth of class
- () Ranking in upper quarter of class
- () Ranking in upper half of class
- () A percentage mark (or grade) of at least ninety
- () A percentage mark (or grade) of at least eighty
- () A percentage mark (or grade) of at least seventy
- () A percentage mark (or grade) of at least sixty
- Other achievement level. (Please specify.)

() J. We require that the transfer's entrance credits, upon which he was admitted to junior college, would have also satisfied our requirements for admission as a freshman.

IV. Does your institution offer any two-year, terminal courses?
(Please circle) Yes No.

V. If the answer to question IV is "yes" please specify the fields in which such courses are given.

1. _____
2. _____
3. _____
4. _____
5. _____

VI. Is your institution organized with a "lower division" or some similar departmental division? (Please circle) Yes No.

VII. If the answer to question VI is "yes" please specify.

1. Name of such division _____
2. College years which are included. (Please check)
☐ Freshman
☐ Sophomore
☐ Junior
☐ Senior

VIII. Does your institution give credit, toward any degree, for advanced work done by students in any high or preparatory school in New England? (Please circle.) Yes No.

IX. Are your curricula based upon a consideration that the first two years of study are to be of a general nature followed by study in specialized fields during the last two years? (Please circle.)
Yes No.

X. Would you care for a summary of the findings of this investigation? (Please circle.) Yes No.

Requested Enclosure

Any mimeographed or printed material which you may have available to throw added light on your answers above will be most welcome and helpful.

41 Fairfield street
Boston, Massachusetts
November 27, 1937

Sir:

The writer, dean of the Milton Junior College and at present a graduate student at the Boston University School of Education is attempting to render a service to education and, at the same time, gather information for a Master's thesis.

Your cooperation is earnestly solicited, for the writer believes that the information requested, when summarized and interpreted, will be of interest and benefit to all who are, in any way, concerned with the junior-college movement.

The writer is desirous of obtaining data from the State boards of education in the New England states with reference to their attitude toward the junior college as a separate unit in our educational system.

For your convenience, a check list is enclosed. The attempt has been made to make it as objective as possible so that a minimum of time and effort on your part will be required.

In return for your cooperation in having this list checked by the proper authority, the writer will be glad to send you a copy of the summary of his findings as soon as the work is completed.

Thank you for your earliest, convenient attention to the enclosed checking list.

Respectfully yours,

CHECK LIST
for the
RECOGNITION GIVEN TO JUNIOR COLLEGE
by
STATE BOARDS OF EDUCATION IN NEW ENGLAND

Name of Board Making this Report _____

Name of Reporting Official _____

Position of Reporting Official _____

I. What grades does your department recognize as being of Junior-college level? (Please circle) Grades 10; 11; 12; 13; 14; 15; 16.

II. What does your department consider to be the functions of the junior college? (Please check)

- ☐ 1. Preparatory, for senior colleges and universities.
 - ☐ 2. Terminal, aiming to prepare students for positions of usefulness to society, particularly in the so-called semi-professions.
 - ☐ 3. Cultural, devoted to meeting the needs of those who desire only two years of college work.
 - ☐ 4. To present the opportunity of a college education "near at home" to students in a larger number of communities by reducing the expense of travel and board and room, the students being able to live at home while attending college.
 - ☐ 5. To give the same advantage as above to mature residents of a community.
 - ☐ 6. Other functions recognized by the State Department.
(please specify.)
-
-
-

III. What criteria does your department recognize for the establishment of a Junior College? (Please check)

- ☐ 1. Approval by State Board of Education.
- ☐ 2. Accreditation by the State University.
- ☐ 3. Junior College enrollment.
- ☐ 4. The "holding power" of the junior college in terms of the percentage of freshmen members returning for sophomore work the following year.
- ☐ 5. A minimum endowment if the junior college is a private

institution.

- () 6. Junior college law.
Others. (Please list)

IV. Does your department formally recognize the junior college as a separate educational institution? (Please circle) Yes No

V. If the answer to question IV is "yes" in what way is such recognition indicated? (Please check)

- () 1. State certification of junior college instructors.
() 2. Curricula required to be approved by the State Department.
() 3. Definite minimum scholastic requirement for each member of the staff of instruction.
() 4. Maximum teaching load permitted. (Please specify)
hrs.
() 5. Definite graduation requirements.
() 6. Inspection annually by State Board.
() 7. Definite requirement with regard to buildings, libraries, laboratories and equipment.
() 8. Others. (Please list)
-
-
-

VI. Does the state legislature legalize the apportionment of any public money to help support any junior college? Please circle. Yes No.

VII. If the answer to question VI is "Yes" please indicate below the regulations and amount so apportioned. (Please list)

Requested enclosures

The following information would be most helpful, either in mimeograph or printed form:

1. A list of the accredited junior colleges in your state with date of accreditation.
2. A list of institutions which may be seeking accreditation and are now giving junior college courses though they have not as yet received recognition.
3. Any other pertinent literature which you may have available and which may clarify or enlarge upon any of the material included in this checking list.

41 Fairfield Street
Boston, Massachusetts
November 27, 1937

The writer, a graduate student at Boston University School of Education, is attempting to make a survey of the junior colleges in New England. The data obtained will become a part of a Master's thesis.

Your cooperation is earnestly solicited for the writer believes that the information requested, when summarized and interpreted, will be of interest and benefit to all who are working or interested in the junior college field.

For your convenience, and to reduce both your time and labor to a minimum, a checking list is enclosed covering the desired information. The same information is being requested from each junior college in New England.

In return for your cooperation in having the proper authority complete the enclosed check list the writer will be glad to have a copy of the summary of his findings sent to you as soon as his survey is completed.

Thank you for your earliest convenient attention to this request.

Respectfully yours,

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1914-15

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CHICAGO, ILL.

CHECK LIST
for
STATISTICS OF JUNIOR COLLEGES IN NEW ENGLAND

Name of Institution Making This Report _____

Where Located _____

Name of Person Reporting _____

Position of Person Reporting _____

Name and Title of Administrative Head _____

Name and Titles of Other Administrative Officers _____

I. Is your college coeducational or sex segregated? (Please check)

☐ Coeducational

☐ For men only

☐ For women only

II. Under what type of control does your college operate? (Please check)

☐ Private

☐ Public

☐ Church

III. If controlled by church, what denomination? (Please check)

☐ Catholic

☐ Presbyterian

☐ Baptist

☐ Episcopalian

☐ Methodist

☐ Other (Please specify)

☐ Universalist

2

IV. What was the date of the founding of your institution? _____

V. In what year was it organized as a junior college?

VI. Please state number of instructors.

Men: Full time _____

Women: Full time _____

Part time _____

Part time _____

VII. What grades are included in your junior college? (Please circle)

Grades: 11; 12; 13; 14.

VIII. What other grades are included in your organization? (Please circle)

Grades: 7; 8; 9; 10; 15; 16.

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CITY OF BOSTON

From the first settlement of the
English in 1630 to the present time
the city of Boston has been the seat of
the most important and interesting
events in the history of the
American people. It was the first
city in which the principles of
liberty and self-government were
first established, and it was the
first city in which the rights of
the individual were first asserted.
It was the first city in which the
people were first organized into a
body politic, and it was the first
city in which the people were first
allowed to elect their own
representatives to the legislature.
It was the first city in which the
people were first allowed to elect
their own officers, and it was the
first city in which the people were
first allowed to elect their own
judges. It was the first city in
which the people were first allowed
to elect their own representatives to
the legislature, and it was the first
city in which the people were first
allowed to elect their own officers,
and it was the first city in which
the people were first allowed to
elect their own judges.

THE HISTORY OF THE
CITY OF BOSTON
FROM THE FIRST SETTLEMENT OF THE
ENGLISH IN 1630 TO THE PRESENT TIME
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BOSTON
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- IX. By what agencies is your institution accredited? (Please check)
- ☐ State Department of Education.
 - ☐ American Association of Junior Colleges.
 - ☐ New England Association of Colleges and Secondary Schools.
 - ☐ The North Central Association of Colleges and Secondary Schools
 - ☐ The State University.
- Others (Please specify)
- _____
- _____

- X. To what Senior Colleges and Universities in New England does your institution have transfer privileges? (Please list)

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

- XI. What evaluation do senior colleges or universities give to credits presented by students transferring to their institutions from your institution? (Please check)

- ☐ 1. Exactly the same credit as given to those students who have done the same or equivalent work in the senior college.
- ☐ 2. Full credit subject to certain conditions.
- ☐ 3. Transfer credit in only those courses given by both your institution and the Senior College or University to which the student is transferring.
- ☐ 4. Senior colleges and universities allow but partial credit for work to which you give full credit.

- XII. If item 2 above is checked please specify the conditions.

1. _____

- XIII. If item 4 in question XI is checked, please specify what fractional deduction is made.
- _____
- _____

XIV. Please complete the following tables

1. Enrollment Statistics

Year	Freshmen		Sophomores		Specials		Total	
	Men	Women	Men	Women	Men	Women	Men	Women
1933-1934								
1934-1935								
1935-1936								
1937-1938								

2. Graduation Statistics

Year	Number of Graduates		Number of Graduates Transferring to Senior Colleges		Number Transferring at end of Freshman Year		Number of Graduates entering Semi-professions	
	Men	Women	Men	Women	Men	Women	Men	Women
1933-34								
1934-35								
1935-36								
1936-37								
1937-38								

-4-

With full realization that the completion of the following tables will require considerable time and labor, the writer anticipates that your institution will be interested enough in the final summary from all New England junior colleges to consider it time and labor well spent. (In case data cannot be supplied for the years indicated, please send data for other years, indicating what years are being included.)

IV. Curricular Content.

1. Our curricula include two-year terminal courses in preparation for the following middle level (semi-professional) occupations.

Course	Number of semester hours offered.			Number of students electing course.		
	1929-30;	1933-34;	1936-37	1929-30;	1933-34;	1936-37
Agriculture						
Art						
Commercial						
Education						
Foremanship in industry						
Engineering						
Home Economics						
Music						
Nursing						
Optometry						
Passenger and mercantile traffic						
Pharmacy						
Public Service occupations						
Others (Please list)						

-5-

2. Our curricula include the following Academic subject fields in preparation for further study at senior colleges or universities.

Subject	Number of semester hours offered			Number of students electing subject		
	1929-30	1933-34	1936-37	1929-30	1933-34	1936-37
Ancient languages						
Modern languages						
English						
Mathematics						
Science						
Social studies						
Psychology						
Physical education						
Business administration						
Others (Please list)						

-6-

3. Our curricula include the following two-year terminal courses representing general cultural education as opposed to specialization.

Subject	Number of semester hours offered			Number of students electing subject		
	1929-30	1933-34	1936-37	1929-30	1933-34	1936-37
Humanities						
Classics						
History						
Languages						
Literature						
Orientation						
Others (Please list below)						

4VI. Would you care for a summary of this investigation? (Please circle) Yes. No.

Requested enclosures.

A copy of your latest catalogue and any other printed or mimeographed material pertinent to the above data will be very helpful in this study. If you are forwarding same under separate cover, kindly check the proper statement below. If you will kindly indicate the costs incurred in forwarding this material, the writer will be glad to reimburse you.

- () A copy of our latest catalogue is being forwarded under separate cover.
- () Other literature is also being included.
The cost of postage is _____.

BIBLIOGRAPHY

Allen, John S. "Criteria for the Establishment of Public Junior Colleges", Unpublished Doctor's thesis, New York University, 1928. v + 250 p.

Sets up and validates criteria and applies a final validated set of criteria to selected communities in New York State.

Angell, James R. "Problems Peculiar to the Junior College", School Review (June, 1917) 25 : 385-397.

Discusses three relatively distinct forms which the junior college presents. "The movement is certainly in its main lines consonant with our best educational opinion, and it ought to receive, as no doubt it will, the most sympathetic opportunities to demonstrate its peculiar values."

Bolton, F. E. "What Should Constitute the Curriculum of the Junior College or Extended High School?", School and Society (December 21, 1918) 8: 726-730.

Reports an investigation to discover the status of the junior college and the trend of the best opinion on various questions relating to it. Recommendations given to serve as guides to the accrediting of junior colleges by the University of Washington.

Downman, Leonard L. "The Educational Barrier Smasher", School Executives' Magazine (November 1940) 50: 129-150.

Considers the junior college in its popularizing aspects. States four ways in which the public junior college is furthering our ideal of equal educational opportunities.

Brush, H. F. "The Junior Colleges and the Universities", School and Society (September 2, 1916) 4: 357-365.

Presents the university side of the question as to what the effect of the junior college will be. Defends the thesis that the university will decidedly benefit in many ways by the work of the junior college.

Campbell, Doak S. "Directory of the Junior Colleges", The Junior College Journal (January number of each year since 1940).

Lists all junior colleges reported to the end of the preceding year. Lists type of organization, enrollment, accreditation, and many other statistics. Tabulates information with regard to number in each state.

Campbell, Doak S. "The Purposes of the Junior College", The Journal of the National Education Association (October, 1932) 21: 221-222.

Gives a brief picture of the purposes of the junior college.

Reviews and articulates former studies. "To serve effectively that mass of students who will never attend a higher institution but who might profit by further educational effort, remains the great opportunity for the junior college and constitutes a major purpose yet to be conceived."

Campbell, A. M., "The Junior Colleges in Their Relation to the University", California Quarterly of Secondary Education (September, 1927) 2: 97-101.

The president of the University of California shows that "the attitude of the university to the junior college movement is thoroughly sympathetic, but this attitude is not unconditional."

Chadwick, Raymond D., "Some Problems of the Liberal Arts College", School and Society (October 5, 1935) 42: 403-404.

States three main objectives that should function in the four-year college. Suggests that at least one-half of a four-year liberal education should be devoted to the intensive study of a few subjects rather than to continue 'scratching the surface' here and there in extensive fields of knowledge. "One thing that the four-year college could do that would give it an undeniable reason for being, and put it in bright contrast with many universities, would be to put able professors into the class rooms and laboratories of the freshman and sophomore years."

Chambers, J. L., "The Junior College and the 'Scholarly Amateur'", School and Society (October 7, 1928) 28: 519-521.

Replies to professor Palmer's writings in the Atlantic Monthly. Gives four reasons why the junior college movement will not mean the extinction of the standard four-year liberal arts college but which will actually result in making it a stronger institution than now.

Charters, W. W., "Functions of the Junior College", Proceedings of the Thirteenth Annual Meeting of the Department of Secondary School Principals of the National Education Association, 1929, p. 307.

Outlines and discusses possible functions of the junior college.

Coats, Marion, "The Junior College", Forum (July, 1928) 80: 82-90.

Criticizes the American senior college and lauds the junior college. The "hurdle system" of education is interestingly discussed. "Those wise in the guidance of youth are turning to the junior college as the next step educationally, for all save students marked from the beginning with the scholar's seal."

Conroe, Irwin A., "An Ideal Junior College Curriculum", The Junior College Journal (May, 1936) 6: 384-391.

States that the junior college curriculum should make the preparatory function incidental and education for citizenship primary. Gives two possible deterrents: 1. attempt to offer too many courses, 2. influence of attendant secondary and preparatory schools.

"Constitution and By-laws of the American Association of Junior Colleges", Proceedings of the Ninth Annual Meeting of the American Association of Junior Colleges, 1928, p. 148.

Defines the junior college according to the standards of this association.

Cooper, W. J., "Some Opportunities for the Junior College", Proceedings of the Tenth Annual Meeting of the American Association of Junior Colleges, 1929, p. 94.

Discusses the wide range of service facing the junior college in its work.

Cartright, E. Everett, "How Shall We Interpret the Junior High School and the Junior College", School and Society (March 1, 1930) 31: 273-276.

Discussion of the similarity of the junior high school and junior college in terms of historical development, functions, purposes, and effects. The junior college has the same mission at a different level, this writer claims.

Cartright, E. Everett, "Junior College Development in New England", School and Society (September 10, 1932) 33: 126-128.

A short history of the New England junior colleges with brief reference to their programs of study and type of work being done.

Davis, A. K., "The Importance of Standardization and Coordination of Junior Colleges", Report of Proceedings of First Annual Meeting of the American Association of Junior Colleges in 1921, United States Bureau of Education, 1922, Number 19, p. 49.

The president of Southern Junior College discusses the functions of the junior college curricula.

Davis, Jesse B., "A Challenge to the Public Junior College", The Junior College Journal (February, 1937) 7: 223-226.

A timely article criticizing the junior college in its program to date and challenges those responsible for the administration of the public junior college to break away from the limitations of traditional academic ideals, to dare to do the unconventional to make a student-centered program, to experiment in new educational procedures, and to attempt boldly the adjustment of those young Americans between 18 and 24 to occupational life and worthy citizenship.

Douglass, Aubrey A., Secondary Education. Boston: Houghton Mifflin Company, 1927, p. 68-72.

Defines the junior college and gives the extent of the movement. States its functions and lists forces retarding or stimulating junior college development. "Detailed explanation is unnecessary to show that New England, with its large number of easily accessible colleges, would naturally be slow in the development of the junior college."

Eells, Walter Crosby, "Its (the Junior College) Character and Prospects", The Journal of the National Education Association (May, 1933) 21: 157-158.

Lists significant trends of the movement to date.

_____, "Status of the Junior College in the United States, 1933-1934", School and Society (January 27, 1934) 39: 126-128.

Complete statistics of the junior colleges to this date given in tabular form.

_____, The Junior College. Boston: Houghton Mifflin Company, 1931. XXVIII + 853 p.

A comprehensive treatment discussing the classification, history, standards, functions, organization, and administration of the junior college and its place in the American educational system.

_____, "What Manner of Child Shall This Be?", The Junior College Journal (February, 1931) 1: 309-328.

Gives a complete, unbiased statement of both sides of the argument for the four-year and the two-year unit organization for junior colleges. This article follows similar lines with one by Dr. Lange written thirteen years previous.

Eells, W. C., and Jones, H. F., "Higher Educational Aspirations of California Junior College Students", California Quarterly of Secondary Education, (April, 1931) 6: 239-244.

A study presenting the plans and expectations of junior college students in California. Tables present results statistically.

Ellis, A. C., "Why Stop Learning?", Journal of Adult Education (April, 1931) 3: 207-210.

Discusses the adult education function of the junior college and outlines the work of Cleveland College to show possibilities along such lines.

Filene, Lincoln, "Practical College Courses", Boston Globe (November 8, 1937), p. 17.

A business man presents his views with regard to content and nature of college courses.

Fitzpatrick, Edward A., "The Case of the Junior College", Educational Review (March, 1923) 65: 150-156.

Statement of five main reasons for the organization of junior colleges. Criticizes the senior college from teaching method and size viewpoints.

Graham, D. F., "The Junior College--A Frontier Area", The Junior College Journal (November, 1936) 7: p. 72.

Shows that there are still educational frontiers for the junior college to develop.

Gray, A. A., "The Junior College", Journal of Education (January 11, 1917) 85: p. 40.

Summarizes background, present status, and reasons for existence of junior colleges. "The high school must reach up and include the first two years of college education. This brings the full scope of secondary education where it belongs--psychologically, physiologically, and sociologically--in the adolescent period.

Gray, W. S., "Educational Readjustments at the Junior College Level", School and Society (August 3, 1939) 30: 135-143.

Using the University of Chicago, this article discusses the fact that "higher education is passing through a period of radical readjustments."

Greenleaf, Walter J., Junior Colleges. United States Office of Education, Bulletin, 1936, Number 3. United States Printing Office, Washington, 1936. IV + 86 p.

Discusses junior colleges in general with an analysis of the survey made throughout the country.

_____, "Colleges in 1935", Journal of Higher Education (March, 1935) 6: 127-131.

Statistics of the junior colleges for this year given as one section of the complete compilation of all colleges.

Griffing, J. B., "The Junior College: A Community Center", The Journal of the National Education Association (January, 1933) 22: 5-6.

Treats of the popularizing function of the junior college.

Harbeson, J. W., "The Place of the Junior College in Education", Educational Review (April, 1924) 67: 187-191.

Discusses the reorganizations which have already been attempted and lists both the advantages and disadvantages.

Harper, William R., The Trend in Higher Education. University of Chicago Press, Chicago, 1906. p. 378.

Presents attitude of more progressive educators with respect to the nature of the work of the first two years in senior colleges.

Hills, Elijah, "Shall the College be Divided?", Educational Review (February, 1923) 65: 92-98.

Compares American colleges with European as to requirements for admission, average age of student, and amount of work done. Reports a study to ascertain the attitude of the universities toward separate junior college units. Concludes that Harvard, Yale, Princeton, and other eastern colleges of similar type seem to be moving in the direction of Oxford and Cambridge, while in the others the drift seems to be toward the educational system of continental Europe, with six-year secondary schools that prepare for the university.

Holy, T. C., "Criteria for Establishing Public Junior Colleges", The High School Teacher (April, 1929) 5: 118-120, 133-134.

Discusses the popularizing function of the junior college with particular reference to public institutions.

Holliday, Carl., "The Junior College Movement", School and Society (December 28, 1939) 30: 887-888.

Analyzes enrollment, control, internal conditions, and functions of the junior college and gives five reasons for its "mushroom" growth.

Houghton, Alcina Burrill, "A Survey of the History of the Junior College", Unpublished Master's thesis, New York University, 1933, 50 p.

A study of the development of the junior college from many writers in the field.

Hubbell, E. D., "What Industry Expects of the Schools", Christian Science Monitor (December 4, 1937) p. 5.

A statement of views by one who employs many high school and college graduates each year.

Hutchins, Robert Maynard, The Higher Learning in America, New Haven; Yale University Press, 1936, VIII + 119 p.

A completely new picture of what education can be. Characteristically the writer not only strikes out at our present system but also offers a constructive program of his own. The junior college unit with its possibilities bulks large in his plan of reorganization.

_____, "Turn High Schools into Peoples Colleges", The National Education Association Journal (November, 1934) 33: p. 217.

Abstracts of the Stearns Lecture before Phillips Academy. States the need for reconstruction of our whole educational program and redefines the purposes of its units. Calls upon New England to help.

Ingalls, Rosco C., "Evaluation of Semi-professional Courses", The Junior College Journal (May, 1937) 7: 480-487.

Defines the semi-professional course and presents valuable criteria in the form of a score card for evaluating such courses. Gives the term "cultural" a new interpretation in terms of the semi-professional curriculum.

Johnson, P. Lamar, "Criteria for Defining New Type Courses", School and Society (September 14, 1935) 42: 359-365.

Discusses three periods in history of higher education: 1. age of subject-matter centered college, 2. period when college was teacher centered, and 3. the present period of the student centered college. States that the junior college will in time change completely the attitude of the senior institutions with reference to transfer credit.

Jordan, David Starr, "The Junior College", Forum (March, 1921) 75: 448-450.

Urges the increased development of the junior college.

Joyal, Arnold Edward, Factors Relating to the Establishment and Maintenance of Junior Colleges, with Special Reference to California. Berkley, California; University of California Press, 1932. VII + 94 p.

Study presented in two phases: 1. relationships between various factors involved in the establishment and maintenance of public junior colleges, 2. how these may be used as criteria to determine whether or not the establishment of a proposed junior college district is justified under given conditions.

Koos, Leonard Vincent, The Junior College Movement. Boston; Ginn and Company, 1925. XII + 436 p.

A comprehensive, compact consideration of the junior college movement, covering scope, current conceptions, functions, influences, trend of reorganization in higher education, overlapping in high school and college, evaluation of the various types of junior colleges, and problems of location and maintenance.

_____, "Where to Establish Junior Colleges", School Review (June, 1921) 29: 414-433.

Establishes from definite studies the fact that the founding of junior colleges as local institutions would result in a widespread extension of higher education among the masses.

Lange, Alexis, "The Junior College--What Lanner of Child Shall This Be?", School and Society (February 23, 1918) 7: 211-216.

Visualizes the popularizing function of the junior college at this early date. "Probably the greatest and certainly the most original contribution to be made by the junior college is the creation of means of training for the vocations occupying the middle ground between those of the artisan type and the professions."

_____, "The Junior College with Special Reference to California", Educational Administrator and Supervision (January, 1916) 7: 1-8.

Treats of the newer developing functions of the junior college in California.

Lembke, Glenn L., "Study of a Four-year Public Junior College with Special Reference to the Curricular Fulfillment of Students' Interests and Needs", Doctor's thesis, New York University, 1933, IX + 188 p.

A complete, concise, definite study of the Pasadena Junior College.

McDowell, F. L., The Junior College. United States Office of Education, Bulletin 1919, Number 35. United States Printing Office, Washington, 1919.

Surveys the junior colleges to this date.

Oppenheimer, J. J., "The Obligation of the Junior College", Junior College Journal (February, 1936) 6: 225-226.

Presents both a plea and a challenge with reference to the junior college interpreting its real responsibility.

Patton, M. T., "Study of Some New England Junior Colleges", Master's thesis, Boston University, 1933. II + 77 p.

A brief history of the general movement and that in New England. Statistical data procured by questionnaire. Discussion covers: 1. opportunities for junior college in New England, 2. opportunities for cooperation and organization among the New England junior colleges.

Proctor, William M., and Others, The Junior College--Its Organization and Administration. Stanford University, Stanford University Press, 1927. X + 226 p.

Presents a field report of what was then going on in the junior college and an understandable treatment of the many problems involved in the functioning of the junior college.

Ricciardi, Nicholas, "Vital Junior College Problems in California", The Junior College Journal (October, 1930) 1: 23-25.

States views with reference to functions of the junior college.

Rosenstengel, William Everett, "Criteria for Selecting Curricula for the Public Junior Colleges", Doctor's thesis, University of Missouri, 1931, 89p.

Discusses preparatory curricula, terminal curricula, and adult education--each as determined in the light of the needs of the students.

Rothney, J. W. H., "A Connecticut Experimental Junior College", The Junior College Journal (January, 1936) 6: 186-192.

Shows what a junior college program can do for the unemployed youth today even though it may exist under the most unfavorable circumstances.

Snyder, William H., "The Real Function of the Junior College", The Junior College Journal (November, 1930) 1: 74-80.

Presents a vision, even at this early date, of preparing non-academic high-school graduates to enter industry and to adjust themselves to the social life around them.

Spahr, R. H., "Engineering Education on the Junior College Level", Proceedings of the Tenth Annual Meeting of the American Association of Junior Colleges, 1929, p. 113-114.

An extensive study of the occupations for which the junior colleges may train their students.

Stoke, Stuart H., "Is the Game Worth the Candle", Journal of Higher Education (June, 1935) 6: 295-299.

Negatively answers the statement: "The colleges may well ask whether their policy of starting each student off on a pattern of professional scholarship is wise." States that there is an immediate threat to the colleges in the development of the junior college in its pattern of work which is the educational program.

Straver, Engelhart, F., and others, "A Report to the State Survey Commission", Preliminary Report on Publicity Supported Higher Education in the State of Missouri, 1929, p. 452.

Vocational education presented as a field of endeavor for junior colleges.

The Commission of Seven of the Carnegie Foundation for the Advancement of Teaching, "State Higher Education in California", Journal of the National Educational Association (February, 1933) 21: 35-36.

Advances five main functions considered to be desirable for the junior college.

Wood, Will C., "The Junior College", Second Biennial Report of the State Board of Education of California, Sacramento, California, 1916, p. 24.

Wood, James Madison, "The Place of the Junior College in American Education", The Centennial of Colby Junior College, Colby Junior College, New London, New Hampshire, 1937, p. 17-40.

Discusses the history of the junior college in America, its functions, ideals, curricula, and effects on our educational system. Limited in many ways to apply only to women's junior colleges.

Zook, C. F., "The Junior College", School Review (October, 1922) 30: 574-583.

Discusses the motives of the junior college and its effect on high school and college organization.

Addenda: Catalogues of Junior and Senior Colleges

NAME	LOCATION	DATE
<u>Junior Colleges</u>		
Bradford Junior College	Bradford, Massachusetts	1938
Burdett College	Boston, Massachusetts	1936-37
Colby Junior College	New London, New Hampshire	1937
Edgewood Park Junior College	Greenwich, Connecticut	1936
Garland School	Boston, Massachusetts	1936-37
Goddard Junior College	Barre, Vermont	1936
Green Mountain Junior College	Poultney, Vermont	1937
Hillyer Junior College	Hartford, Connecticut	1937
Howard Seminary	West Bridgewater, Massachusetts	1935
Junior College of Commerce	New Haven, Connecticut	1936
Junior College of Connecticut	Bridgeport, Connecticut	1937
Larson Junior College	New Haven, Connecticut	1936
Lasall Junior College	Auburndate, Massachusetts	1937-38
Marianapolis Junior College	Thompson, Connecticut	1937
Marot Junior College	Thompson, Connecticut	1936
Miss Porter's School	Farmington, Connecticut	1937-38
Mt. Ida School and Junior College	Newton, Massachusetts	1936-37
Nichols Junior College	Dudley, Massachusetts	1937-38
Pine Manor Junior College	Wellesley, Massachusetts	1936-37

NAME	LOCATION	DATE
<u>Junior Colleges (Continued)</u>		
Ricker Junior College	Boulton, Maine	1936
Stonleigh Junior College	Exeter, New Hampshire	1936-37
The Erskine School	Boston, Massachusetts	1936-37
Tilton Junior College	Tilton, New Hampshire	1936-37
Weber Junior College	Boston, Massachusetts	1936-37
Westbrook Seminary	Portland, Maine	1936
<u>Senior Colleges</u>		
Amherst College	Amherst, Massachusetts	1937
Arnold College	New Haven, Connecticut	1935-36
Assumption College and High School	Worcester, Massachusetts	1937-38
Atlantic Union College	South Lancaster, Massachusetts	1937-38
Bates College	Lewiston, Maine	1937-38
Bennington College	Bennington, Vermont	1937
Boston College	Chestnut Hill, Massachusetts	1937
Boston University	Boston, Massachusetts	1937
Bowdoin College	Brunswick, Maine	1937
Brown University	Providence, Rhode Island	1937
Clark University	Worcester, Massachusetts	1936-37
Colby College	Waterville, Maine	1937
Connecticut College	New London, Connecticut	1937
Dartmouth, College	Hanover, New Hampshire	1937
Harvard University	Cambridge, Massachusetts	1937
Holy Cross College	Worcester, Massachusetts	1937

NAME	LOCATION	DATE
<u>Senior Colleges (Continued)</u>		
Lowell Textile Institute	Lowell, Massachusetts	1937
Massachusetts Institute of Technology	Cambridge, Massachusetts	1937
Middlebury College	Middlebury, Vermont	1937
Mount Holyoke College	South Hadley, Massachusetts	1937
Masson College	Springvale, Maine	1937-38
Northeastern University	Boston, Massachusetts	1937
Norwich University	Northfield, Vermont	1936
Radcliffe College	Cambridge, Massachusetts	1937
Rhode Island State College	Kingston, Rhode Island	1937
St. Anselm's College	Manchester, New Hampshire	1937
Simmons College	Boston, Massachusetts	1937
Smith College	Northampton, Massachusetts	1937
Springfield College	Springfield, Massachusetts	1934-36
The American International College	Springfield, Massachusetts	1937
The Connecticut State College	Storrs, Connecticut	1937
Trinity College	Hartford, Connecticut	1937
Tufts College	Medford, Massachusetts	1937
University of Maine	Orono, Maine	1937
University of New Hampshire	Durham, New Hampshire	1937
University of Vermont and State Agricultural College	Burlington, Vermont	1937

NAME	LOCATION	DATE
<u>Senior Colleges (Continued)</u>		
Wellesley College	Wellesley, Massachusetts	1937
Wesleyan University	Middletown, Connecticut	1937
Wheaton College	Horton, Massachusetts	1937
Williams College	Williamstown, Massachusetts	1937
Worcester Polytechnic Institute	Worcester, Massachusetts	1937
Yale University	New Haven, Connecticut	1937



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